REPORT

ON THE

RAJKUMAR COLLEGE,

RAJKOT.

For

1904-05 to 1909-10

~~1900-1910~~

00134941

BOMBAY BRANCH

OF THE

ROYAL ASIATIC SOCIETY.

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REPORT

ON THE

134941

RAJKUMAR COLLEGE,

RAJKOT,

KATHIAWAR,

For 1904-05.

Printed at the Káthiáwár Political Agency Press, Rájkot.

No. 29 of 1905–1906.

From

C. MAYNE, Esq., M. A.,

Principal, Rájkumár College.

To

The AGENT TO THE GOVERNOR

IN KÁTHIÁWÁR, RÁJKOT.

Rájkumár College,

Rájkot, 1st April 1905.

Sir,

I have the honour to submit the Annual Report on the working of the Rájkumár College for the year 1904-1905 just ending. The form of the Report is (by orders of Government conveyed in No. 1209 of 21st February from the Acting Secretary to Government in the Political Department) based on the model of the Mayo College Report for 1903-1904. Owing to the closing of the College on account of the increase of plague in Rájkot on March 25th there has been no Annual Examination or Inspection this year. The Inspector of Chiefs' Colleges had arranged to come here during the 2nd week in April for his Inspection: the latter must now be deferred, as also the Examination of Candidates for the Diploma which was to have been held at the same time. The Report for the year 1905-1906 will therefore deal with both these questions.

STAFF.

2.—During the year under report the Staff has been considerably strengthened Mr. P. Hide, M. A., Oxford, joined us as Vice-Principal on November 3rd 1904, Mr. B. K. Thákore, B. A., Bombay, on August 30th 1904 joined as 2nd Assistant, Mr. N. D. Kavi, M. A., Bombay as 3rd Assistant on 29th July 1904 and Mr. Kázi Sayad Badi-uz-zamán as 5th Assistant on November 14th 1904. At present there are 2 Europeans and 6 Native Masters on the teaching staff: in addition to this we have a Clerk and Librarian and 2 Wing-Masters: the above are all pensionable. As I pointed out a year ago to make the teaching really efficient one more Native Assistant is required. In January last a Gymnasium Instructor was appointed.

COLLEGE ROLL.

3.—The number on the rolls at the end of last year was 42. During the year 6 left and 5 joined the College, leaving the total at the end of this year 41.

Withdrawals.

The following Kumárs were withdrawn :—

1. Kumár Shri Kánthad Wála of Bilkha.
2. Kumár Shri Rám Wála of Bagasra.
3. Kumár Shri Fatehalli Khán of Cambay.
4. Kumár Shri Fatehdin Khán of Mánávadar.
5. Kumár Shri Fatehsinhji of Chhotá-Udepur.
6. Kumár Shri Ghanshyámsinhji of Dhrángadhra.

Admissions.

The following were admitted :—

No.	Name.	Date of Joining.	Age.
	(*a*) From Surat Agency, No. 1.		
1.	Kumár Shri Ahmedkhánji Kádarkhánji of Sachin (rejoined).....	13th June 1904.	17
	(*b*) From Káthiáwár States and Tálukás, No. 3.		
1.	Kumár Shri Dánsinhji Harisinhji of Lodhika	19th July 1904.	15
2.	Kumár Shri Prathiráj Lákháji of Rájpara	29th July 1904.	14
3.	Kumár Shri Punja Wála Loma Wála of Nawánia	13th Nov. 1904.	13
	(*c*) From Rewá-Kántha Agency, No. 1.		
1.	Kumár Shri Jamietkhánji Manwarkhánji of Bálásinor ...	15th Nov. 1904.	10

DISTRIBUTION OF COLLEGE ROLL.

4.—The distribution of the College roll is now as follows :—

(*a*) Káthiáwár States and Tálukás—

Rájkot	...	...	...	1
Mália	...	...	...	2
Bilkha	...	...	...	2
Bagasra	...	...	...	2
Bajána	...	...	...	1
Mánávadar	...	...	...	1
Chuda	...	...	...	1
Dhrol	...	...	...	4
Jetpur	...	...	...	2
Gadhka	...	...	...	2
Jáliá-Dewáni	...	...	...	1
Láthi	...	...	...	2
Pánch-Devda	...	...	...	1
Pál	...	...	...	1
Luni	...	...	...	1
Rájpara	...	...	...	1
Navánia	...	...	...	1
Lodhika	...	...	...	1
				— 27

(*b*) Rewá-Kántha Agency States—

Rájpipla	...	...	...	2
Bálásinor	...	...	...	1
				— 3

(*c*) Pálanpur Agency States—

Rádhanpur	...	...	...	1
				— 1

(*d*) Surat Agency States—

Bánsda	2	
Dharampur	1	
Sachin	1	
	—	4

(*e*) S. M. Country, &c. States—

Sángli	2	
Miraj (Junior)	1	
Jath	1	
Sávanur	1	
Wái	1	
	—	6
Total.....		41

The daily average number on the College Roll has been 41 against 40 last year, the average number present 38 against 36 last year, and the average daily number sick ·1 against ·2.

FINANCE. 5.—A detailed Statement of income and expenditure for 1904-1905 is given in Annexure A.

WATER SUPPLY. 6.—The College is supplied with water for drinking and washing purposes by pipes laid from the artificial reservoir near Rájkot. We have also our own wells but owing to the defective monsoon of the last few years they cannot be depended upon to supply water throughout the year. The monthly cost for the supply of water is Rs. 75.

IMPROVEMENTS MADE AND PROJECTED. 7.—A fine Swimming Bath is in course of construction. It is being built from subscription collected from Past Kumárs. So far Rs. 2,900 have been received; unfortunately not enough to pay for the work that has already been done to the Bath. Work is therefore at a stand-still at present. I have informed the Honorary Secretaries of the Fund of the state of things and urged them to collect more subscriptions.

Rebuilding. The rebuilding of the rooms on either side of the Hall has been completed and the accommodation for Kumárs has been considerably increased. Unfortunately I do not see any likelihood of these quarters being required at present, as owing to the number of Kumárs leaving this term, next term will see a drop in the numbers on the Roll. The part that has been rebuilt contains a fine dining room for the Mahomedan Mess, with pantry and kitchen attached. It is in every way a great improvement on the old Mess-room.

Tennis Courts. The position of the 5 Tennis Courts has been slightly changed in order to make room for the Swimming Bath. There are now only 3 Courts on the old site and 2 new ones have been added to the South of the Gymnasium.

Gymnasium. During the year a Gymnasium Instructor has been appointed. He is a thoroughly qualified man, being a Havildár of the 123rd Outram's Rifles, who has had several years' experience in the Military Gymnasium at Poona. Classes are held on whole school days from 4 to 5 P. M. and on Saturdays from 7 to 8 A. M. The exercises are already considerably improving the physique of the Kumárs. At present the salary of the Gymnast, Rs. 20 per mensem, is paid by the Kumárs, but it would be far preferable that he should be paid like the other members of the Subordinate Staff from College Funds.

Stables. During the year one of the old coach-houses, which was unsafe, has been pulled down and a set of new quarters for syces has been built on the site of it. They are in every way an improvement on the old quarters.

Library. During the year the Library has been re-catalogued, and improved classification of the books being adopted. The greater part of this work has been kindly undertaken by Mr. R. D. Patel and Mr. B. K. Thákore.

REQUIREMENTS. 8.—The Vice-Principal's bungalow is much in need of repairs. At present the down-stair rooms are uninhabitable and Mr. Hide has to live entirely upstairs. The porch is very unsafe and should be pulled down and rebuilt as was done last year to the porch of the Principal's house. The work of putting the Vice-Principal's house in order cannot be met out of the annual repair grant, and a special grant will be necessary. The Agency Engineer should be asked to prepare an estimate and the States urged to sanction the amount that the work may be put in hand as soon as possible.

The need of further subscriptions to complete the building of the Swimming Bath has been already pointed out.

SCHOOL-WORK AND EXAMINATION. 9.—During the year the new curriculum has been introduced. Owing to the new members of Staff not joining their appointments, some till the end of the Monsoon Term, others till the beginning of the Winter Term, this new curriculum could not be put into force till November last. As pointed out at the beginning of the Report the first Inspection under the new curriculum was to have taken place next month. The College being suddenly closed on account of the increase of plague in Rájkot, the Inspection is necessarily deferred. Hence it is impossible for this report to show by appealing to out-side Examination results to what extent the new curriculum has been successfully taught during the current year. The only test that the Kumárs of the Diploma Class have undergone is a Preliminary Examination which was conducted just before the College closed. I have suggested to the Inspector of Chiefs' Colleges that, as he cannot come to inspect us now, these papers should be sent to him to be examined, but I have not yet received an answer to my letter. Should he be willing to accept them as a test of the Kumárs' work under the special circumstances of the case a great difficulty will be obviated. There was a second alternative which suggested itself to me, viz., that the Kumárs of the Diploma Class should be examined at Ajmer next month when the Inspector examines the Mayo College. But in writing to the Inspector I did not press this suggestion as this did not appear fair on the Kumárs. The Ajmer Examination does not begin till April 17th, *i. e.*, the last part of a month after the closing of this College—during this time the Kumárs would have had to work alone and without guidance at their homes, conditions not favourable to successful preparation for any Examination.

The Terminal Examination of the College was held last November by myself and the College Staff, and was an examination of work done during the Monsoon Term according to the old curriculum, the new one not coming into force till after this. The examination is ordinarily held in September, but the term was so broken up by holidays, Old Boys' Days and interruptions to work, that it was deferred till the beginning of the Winter Term. The Experiment did not prove a success and will not be tried again. In the first class out of 4 Kumárs one passed creditably, the other three failed. The failure was principally in Arithmetic, Science or Law, and even in the majority of cases for a very few marks only. I am glad to say that all passed in English and History and Geography, and all but one in Vernacular. Class II is a very weak one, and out of the 4 Kumárs examined none passed in all heads: the failures were principally in Science and Mathematics. In Class III out of 11 Kumárs nine passed: five out of 5 examined in Class IV passed: in Class V two out of 4 examined passed. I regret to say that the examination marks of Class VI, the lowest Class, are lost and cannot be traced. As before stated I attribute the failures to the time at which the examination was held: had it taken place at the end of the Monsoon Term I feel confident that there would have been more passes. The results in Mathematics and Science are likely to be much better in the future. Mr. Hide had reorganized the teaching of the former and more time is now devoted to the latter subject. English is satisfactory throughout and the same remark applies to the results in Vernacular.

CURRICULUM FOR 1905-1906.

10. This will be in accordance with the scheme approved of by the conference of March 1904, which has been adopted here since November 1904, necessary changes only being made in Class Books. Science will be commenced from Class IV.

AGE.

11. Out of the five boys admitted during the year only one was under 13 years of age. Two of them aged 15 and 14, respectively, when they came, are in the lowest class, and are very backward. With these exceptions there are I think no glaring cases of boys who are too old for the classes they are in.

ATTENDANCE.

12. Cases of Kumárs coming back to College late after the holidays are gradually becoming rarer, and I have to thank the Chiefs for their promptness in this matter. There is still a certain amount of interruption of work owing to Kumárs being summoned to their homes during term-time for ceremonial and other observances, and it is difficult to refuse such requests when they are made. The table of ages, length of residence and attendance will be found in Annexure D.

OUTDOOR LIFE.

13 The regular programme is given in Annexure E. It will be seen that the early mornings are principally taken up with riding in all its kinds, and the evenings with games. Gymnastics are done on whole school days between 4 and 5 P. M. Both Mr. Hide and myself ride and play with the boys, and several of the Native Members of the Staff show a great deal of interest in the out-door life of the College, notably Kumár Shri Vijaysinhji of Sáyla, and Messers Kavi, Kázi and Thákore. We played eleven cricket matches during the monsoon term and only lost one of them. In our contests with the Mayo College, Ajmer in February last we won in Tent-pegging. In the other events we were defeated: but the result was not surprising when the relative sizes of the Colleges is taken into consideration. In football we find it very hard to get regular matches, which I regret, as the boys play very well. A few of the best riders play polo in Station games, and one of them Kumár Shri Lákháji Ráj of Rájkot, is very good at the game. Racquets is played by a few Kumárs, but the Court stands in need of repair at present. The Athletic sports' meeting which was to have taken place next month when the Shield, kindly presented by the Agent to the Governor in Káthiáwár, would have been competed for, has had to be deferred *sine die*. The Wing Football matches caused much enthusiasm this year and the cup was again won by the South Wing. There was a keen competition for the Shooting prizes and Kumár Shri Bhojráj of Jália-Dewáni won the Wood Challenge cup. All the Kumárs play Tennis at least twice a week and the game continues popular. The squadron officered by 4 of the Kumárs has done Escort duty 3 or 4 times during the year and have always acquitted themselves creditably. They are trained by Jamádár Ássa Rám of 31st D. C. O. Bombay Lancers.

BOARDING HOUSES.

14. There are properly speaking no separate boarding Houses here, the Kumárs all living in 2 wings which are a portion of the Main building. There is a Wing Master in each Wing, who is there at stated hours in the day and always at night. Whenever the Kumárs are in their rooms the Wing Masters are always present. The pay and prospects of the Wing Masters have been improved under the new scheme and for the pay given, which is pensionable, it should be always easy to get good men, for this important duty. In addition to the Wing Masters who are in superior charge each Kumár has has Musáheb who is always with him when he is neither in his class, nor on the play ground. The four squadron officers have a certain amount of monitorial power : they take charge of the evening preparation work and keep good discipline. They also help in the organization of the games and represent the College at social functions. I am pleased at the way in which they have risen to their responsibilities.

Monitors.

Scales of Expenditure.

Each Kumár pays a monthly fee in proportion to the Status of his State, varying between Rs. 200 and Rs. 50 per mensem, (in special cases a fee of Rs. 25 is sometimes temporarily allowed). This fee is one and above his own private Expenditure. This latter is arranged by the Principal in consultation with the State authorities and a regular Budget drawn up in the case of each Kumár.

In the majority of cases the College manages the Kumárs' accounts calling for advances from the States concerned as they are wanted. This money is then credited to an account in the local Treasury in the name of the Principal and drawn upon month by month to pay the Kumárs' bills, when I have personally checked and signed them. In a few cases the Chiefs pay the bills direct and such do not pass through my hands.

Common Messing. The Mahomedan Kumárs all mess together, having a common cook: this custom has been in use here for some time and is a distinct success. The Hindu Kumárs have so far shown no desire for a common mess, and the opinion of the College Council is that the time is not yet ripe for the introduction of one.

Supplies. Each Kumár gets his own supplies from the local Bazar through his Musáheb and the prices of the various articles of food are dependent on the Nirakh rates, which are supplied to the College every month.

RELIGIOUS INSTRUCTION. 15. Religious instruction is imparted by a Shástri, who attends on Sundays and lectures on morality and religious topics, while a Kázi attends daily three times for the prayers of the Mahomedan boys, lecturing on Sundays in addition to this. The Musáhebs also are responsible for seeing that the Kumárs carry out the religious observances of their families daily.

HEALTH. 16. The College has its own qulalified Hospital Assistant, who is on spot and reports to me every morning. The Agency Surgeon is ultimately in charge and sees personally any serious case of sickness. During the past year the health of the Kumárs has been good, I am glad to say, there only having been two at all serious cases, one of Kumár Shri Punja Wálá of Nawánia who had an attack of Pneumonia in November last from which he recovered, the other of Kumár Shri Bharatsinhji of Mália who was ill during all the early part of this term, with what looked like tuberculosis. I am glad to say he too is improving in health.

NOTE WORTHY-EVENTS. 17. The most noteworthy event of the year was the Annual Prize-giving which took place on March 7th when the Prizes were distributed by His Excellency Lord Lamington, Governor of Bombay. A large number of Chiefs and Officials were present and all the arrangements were very successfully carried out. On this occasion owing to illness I was unable to be present and Mr. Hide carried out my duties for me most successfully.

IMPERIAL CADET CORPS. 18. The College is sending two Candidates to the Imperial Cadet Corps this year, Kumár Shri Lákháji Ráj of Rájkot and Kumár Shri Joráwarsinhji of Chuda.

CONCLU-SION. 19. I have in conclusion to thank Mr. Hide and the native members of the staff for their able support and for the zeal and interest they have thrown into their work.

I have the honour to be,

Sir,

Your Most Obedient Servant,

C. MAYNE,

Principal, Rajkumár College.

Annexure A.—Statement of Income and Expenditure.

Annexure B.—Schedule of work done 1904-1905, and daily Routine.

Annexure C.—Results of the Terminal Examination, November 1904.

Annexure D.—Table of ages, length of residence and attendance 1904-1905.

Annexure E.—General Time-Table of Outdoor Exercise 1904-1905.

NOTE.—The Mayo College Report includes an Annexure D, containing the Curriculum for 1904-1905, viz., the year of the introduction of the New Curriculum. I have not included this Annexure, as Annexure B. to this report sets forth what our curriculum was for 1904-05: that for 1905-1906 will be practically the same as far as subjects are concerned. The only changes will be in a few of the Text books selected.

ANNEXURE

Rajkumar College

Statement of Income and Expenditure

No.	Receipts.	Estimated Receipts. 1904-1905. Rs.	A.	P.	Actual Receipts 1904-1905. Rs.	A.	P.
1	Opening balance	12,255	14	7	11,753	13	8
2	Fees from Kumárs	41,000	0	0	34,226	13	3
3	Garden Receipts	200	0	0	232	15	8
4	Miscellaneous Receipts	30	0	0	72	10	3
5	Contribution towards Accountant's Pay	330	0	0	245	7	6
6	Interest of the following Endowments :—						
	1. Sir James Fergusson Medal 174 9 0						
	2. Gondal Prize 87 4 6						
	3. Diamond Jubilee Prize 174 9 0						
	4. Macnaghten Music Prize 17 7 4						
	5. Macnaghten Medal 174 9 0	628	6	10	628	6	10
7	Other Medals and Prizes :—						
	1. Dáji Ráj Amra Wála Medal 121 0 0						
	2. Gordon Medal 15 0 0						
	3. Karansinhji Medal 16 4 0						
	4. Natwarsinhji Cricket Medal 13 13 0						
	5. Idar Prizes 72 12 0	238	13	0	238	13	0
8	Contribution from College Endowment Fund towards cost of building residence rooms and stables &c.	...	...	...	12,952	6	5
9	Government Grant-in-aid anticipated	10,002	3	2	0	0	0
10	Advance from College Endowment Fund to meet current deficit—Government Grant-in-aid being not paid (recoverable)	...	...	...	9,558	0	10
	Total Rs.....	64,685	5	7	69,909	7	5

Rájkumár College Rájkot, 1st April 1905.

A.

Rajkot.

for the year 1904-1905.

No.	Expenditure.	Estimated Expenditure 1904–1905.			Actual Expenditure 1904–1905.		
		Rs.	A.	P.	Rs.	A.	P.
1	Salary to College Staff	29,352	0	0	38,691	3	7
2	Pension Contribution to Native Assistants &c.	792	8	0	1,011	5	3
3	Contingencies	1,500	0	0	1,526	2	11
4	Water Charges..	900	0	0	900	0	0
5	Garden Establishment...	774	0	0	837	0	0
6	Do. Contingencies	726	0	0	725	12	0
7	Conservancy Establishment	672	0	0	672	0	0
8	Do. Contingencies	320	0	0	290	9	2
9	Library and Prizes	200	0	0	199	15	8
10	Play ground and Gymnasium...	800	0	0	799	15	0
11	Medicines	200	0	0	200	0	0
12	Examination Fees	450	0	0	0	0	0
13	Repairs to Buildings	2,500	0	0	2,497	8	0
14	Engraving Marble Slab	50	0	0	43	14	0
15	Sir James Fergusson Medal	174	9	0	166	0	0
16	Gondal Prize	87	4	6	76	3	0
17	Diamond Jubilee Prize	174	9	0	174	9	0
18	Macnaghten Music Prize	17	7	4	17	7	0
19	Macnaghten Medal	174	9	0	166	0	0
20	Dájiráj Amra Wála Medal	121	0	0	121	0	0
21	Gordon Medal	15	0	0	15	0	0
22	Karansinhji Medal	16	4	0	16	4	0
23	Cricket Medal	13	13	0	13	13	0
24	Idar Prize	72	12	0	72	12	0
25	College Quota towards pension of former College Employes..	3,142	12	9	3,335	7	9
26	Repairs to H. R. H. The Duchess of Connaught's Portrait...	0	0	0	200	0	0
27	Rebuilding of Wing-rooms and Stables &c.	0	0	0	12,952	6	5
28	Government Grant-in-aid towards current Expenses ...	10,002	8	2	0	0	0
	Total Rs.....	53,248	11	9	65,722	3	9

C. MAYNE,

Principal, Rájkumár College.

ANNEXURE B.

RAJKUMAR COLLEGE.

DAILY ROUTINE 1904-1905.

Morning bells 5-30 or 6-30 A.M.	According to season.
Morning Exercise 6-7 or 7-8 A. M.	

8-10 A.M. These hours are given to bath and breakfast, the private religious observances of the Kumárs and preparation of lessons for the day. The Musáhebs are present with their Kumárs all the time.

SCHOOL HOURS.

Mondays	Morning School 10 A.M.—1 P. M.
Tuesdays	Afternoon School 2—4 P. M.
Thursdays	Lessons of $\frac{3}{4}$ th hours each and the last one of $\frac{1}{2}$ hour.
Fridays	1—2 P. M. Recess hour.
Wednesdays Saturdays	School 10 A.M.—1-30 P. M. Lessons as in whole School days.

Evening Games from 5-6 P. M. or 6-7 P. M. according to the season. On Wednesdays and Saturdays from 2-30—6-30 P. M. or 7 P. M. according to season.

6-30—7-30 P. M. or 7-8 P. M. (according to season) Dinner Hour.

7-30—8-30 P. M. or 8-9 P. M. (according to season) Evening Preparation in the College Hall.

Boys retire to bed at 9 or 9-30 P. M. and all lights are extinguished at 9-30 or 10 P. M. according to season.

The marks given in the class are added up at the close of each week and the Kumárs take their new places in class every Monday morning.

SCHEDULE OF WORK DONE, 1904–1905.

N. B.—In some cases only the work done between November 1904 and March 1905 is entered.

CLASS I.

ENGLISH.—

Prose—Mathew Arnold's Soráb and Rustum.

Prose—Havelock, chapters I to V ... ... pages 1-142.

Extra Prose Book—Knight's Where three Empires meet ... ... pages 1-240.

Composition—Atheme on any simple Subject.

Translation—From the Vernacular into English—any ordinary passage.

SECOND LANGUAGE.—

Gujrati—

Prose—Naval Granthawali—Narmáshankara Nán Jivan Mathi Dohan complete.

Poetry—Jhaverilál's Translation of Abhimyana Shakuntala Acts 1, 2, 5, 6 and 7.

Marathi—

Poetry—Navnita Moropant. કર્ણાર્જુન યુદ્ધ Verses 1–150.

Translation—Kále's Lessons in English Translation series Part II. Lessons 31-50.

Grammar—Kher's Grammar ... . pages 1–106.

Urdu—

Prose—" Safar Náma Shibli ... . pages 1–45.

Poetry—" Tofatul Ihhwán " Háli complete.

Translation—From any simple English Book into Urdu.

ESSAY—

On any simple subject in the Vernacular.

MATHEMATICS—

Pendlebury and Tait's Arithmetic—

Simple examples on chapters 1 to 25 inclusive, 17-33 inclusive and 37-39 inclusive.

Pierpoints' mensuration Part I—Areas of Rectangles application of Euclid I 47 including the use of angles of 30,° 60° and 45.°

Hall and Steven's Euclid—Book I props. I-XL.

HISTORY AND GEOGRAPHY—

English History—Ransome's ... ... pages 169-316.

Indian History—Marsdon .. .. pages 35–172.

Geography—Longman's Pictorial geographical Readers. Asia.

SCIENCE—

Chemistry—Roscoe's Primer, ... p.p. 1-90 and metals, Iron, Copper, Silver and Zinc.

Physics—B. Stewart's Primer .. .. p.p. 1–98.

Law—

Whitworth's Law Lectures ... ... Complete.

Jurisprudence ... . Markby—Notes dictated on p.p. 1–155.

POLITICS—Raleigh's Elementary Politics ... p.p. 1-42.

POLITICAL ECONOMY—Mrs. Fawcett's .. p.p. 1-38.

DRAWING—(*a*) Free hand, (*b*) Model (Simple geometrical figures), (*c*) Colouring.

REVENUE—Not taught for want of time.

CLASS II.

ENGLISH—

Prose—Macmillan's Tales, ... Pages 9 to 121.

Poetry—Scott's Lay, ... I 25 to II 21.

Grammar—Parsing.

Recitation—Scott's Lay ... ... II-17.

VERNACULAR LANGUAGES—

GUJRATI—

Prose—Narmagadhya ... ... pp. 69–80.

Poetry—Narmakavita .. .. pp. 213–234.

Grammar—Parsing.

URDU—

Prose—Safar Nameh, ... pp. 42–72.

Poetry—Asare Salaf lines .. .. 184–264.

Grammar—Dictated Definitions and the whole of Haraf.

MARATHI—

Prose—VI Book ... ... pp. 188–209, 379-400.

Poetry—Navanita, ... pp. 133-43, 353-7.

Grammar—Dadoba's : complete omitting Káraka Vichára and the difficult tenses.

Translations from Vernaculars :—

Gujráti—fifteen Lessons from Wells' Páthmála Part 3, *Urdu*—Easy pieces. Maráthi—Damle's Pathmala Part 5 ... ... pp. 25.

MATHEMATICS—

Euclid—Definitions, Axioms, and Postulates.

Mensuration—Areas of Rectangles. Sums on Euclid I 47.

Arithmetic—Pendlebury and Tait Chapters 6-8, 14-15 (*m*), 17-19,24,29,30 and in 38 only square Root.

Algebra—Addition and Subtraction.

HISTORY AND GEOGRAPHY—

History of England—Empire History—Henry VII to Anne (1485-1714.)

History of India—Marsden—chapters 30-2,37-45,48,50-3,55,57-9.

Geography—Definitions of simple terms Positions of continents, Oceans, and of the countries of America.

SCIENCE—Chemistry Primer—:§§1-18.

LAW—Whitworth's Lectures:— ... . pp. 1. 103.

POLITICAL ECONOMY :—Bell's Laws of Wealth ... pp. 1-25.

REVENUE—Nothing.

DRAWING—Free hand and model drawing.

CLASS III.

ENGLISH—

Prose—Alfred the Great, ... Pages 1-30 & 36-46.

Extra Book—Men of Renown. Wellington, Nelson, Raleigh, Oliver Cromwell.

Poetry—Horatius, Stanzas ... ... XXV to XL.

Pathmala—Part. II—Excercises ... ... 16 to 37.

Grammar—Howard's Rudimentary, Syntax.

Composition—Reproduction of Short Stories. Letter writing.

Recitation—Macaulay "Horatius" Stanzas ... ... XXXV—L.

SECOND LANGUAGE—

GUJRATI—

Prose—Karan Ghelo, chapters, ... 1,4,5,6,8,9,10.

Poetry—Forbes Vilas, first six cantos.

Grammar—Taylor, Upsangi Prakrana and Samas Prakarana with difficult parts ommitted.

Composition—Simple Letters and Stories.

Translation—Alfred the Great chapters ... ... 1 to 5

URDU—

A. *Prose*—Chand Pund, ... p.p. 41-62.

Poetry—Wordsworth's Remembrance of childhood Lines 80.

Grammar—Short Notes.

Translation—Alfred the great, chapters ... ... 1 to 5.

Composition—Simple Essays.

B First Urdu Primer, 20 pages, with spelling of easy words.

MATHEMATICS—

Arithmetic—Tait & Pendlebury.

A	Decimals,	...	... p.p. 97-126.
	Simple Interest,	...	... p p. 186-194.
	Compound Interest,	..	... p.p. 194-197.
	Square root,	...	... p.p. 241-245.
	Cube root,	...	... p.p. 250-253.
B	Decimals,	...	... p.p. 97 to 118.
	Square root,	...	... p.p. 241-244.

Algebra—Hall and Knight.

A.		...	... p.p. 1 to 30.
B.		...	... p.p. 1 to 19.

Geometry—Hall and Steven's Definitions, postulates, Axioms, and Book I props. 1 to 4.

HISTORY AND GEOGRAPHY—

English—Blackie & Son's, ... p.p. 25 to 79.

Indian—Marsden's, ... p.p. 50 to 80, 87 to 102, 129 to 134.

Geography—Simple Definitions, positions of continents and oceans, positions of countries of Asia, America, Africa, & Australia.

SCIENCE—Chemistry Roscoe, ... p.p. 1 to 80, the air.

DRAWING—Freehand model, Simple Geometrical figures.

CLASS IV.

ENGLISH—

The New Orient Reader. No. III ... ... p.p. 1-91.

Translation, Parsing, and Dictation from the portion read.

Written Translation—From the Vernacular into English—Anglo Gujráti Translation Series, Part I Exercises 1-30.

Anglo Marathi Translation Series Part II complete and 5 Lessons ... ... (p.p. 1-24) of part III.

Composition—Short Stories & Letters.

Recitation—From New Orient Reader No. III. The Traveller's return, Running after the Rainbow, The wind.

Copy writing.

Extra English—Arnold's Object Readers-Book III. ... ... p.p. 1-33 6 Lessons.

SECOND LANGUAGE—

GUJRATI—

Prose—Mewadni Jhahojhalali ... ... p.p. 163-253.

Dictation & Parsing—From the Prose portion read.

Poetry—Sudama Charitra first 10 cantos.

Composition—Short & Easy Essays.

Copy writing.

Grammar—Mahipatram's. ... ... p.p. 1-25.

MARATHI—

Prose—Shástra Rahasiya Vyahwár Shástra વ્યહવાર શાસ્ત્ર —p.p. 1-59.

Poetry—Nal Damayanti, Swayamvar Ákhián.

Grammar—Dadobás Elementary ... ... p.p. 1-44.

Dictation & Parsing—From the prose portion read.

Copy writing.

Composition—Short & Easy essays.

MATHEMATICS—

Arithmetic—Pendlebury and Tait.

Decimals. ... ... p.p. 97-126.

Rule of Three. ... ... p.p. 168-175.

HISTORY AND GEOGRAPHY—

Indian History—(Gujráti and Maráthi text books).

Moguls, Maráthás and Peshwás upto the death of Madhav Rao.

Geography—Asia p p. 1-64 Map Drawing of Asia.

CLASS V.

ENGLISH—

Prose—The New Orient Readers No. II. The whole Book except Lesson 29 (on Iron) Reading, Translation, Simple parsing, Dictation and copy writing.

Recitation—Six pieces from the 2nd Orient Readers.

Pathmala Part I—Anglo Gujráti Translation Series, Exercises 1-22 ... ... p. 56.

Extra English—Object Readers Book II. ... ... p.p. 30-32, 39-41, 45-48 and 54-83.

GUJRATI—

Prose—Balmitra, Nano sarangi walo, Tarwar, Motanuman and Antik.

Recitation—115 lines from Hope's 6th Book.

Grammar—Bal Vyakaran, Parsing from the Prose book read.

Dictation and Copy writing.

MATHEMATICS—

Arithmetic—Lalshanker's smaller arithmetic, Fractions and Simple rule of three. (Easy Examples).

Arithmetic Tables—1×1 to 40×10.

HISTORY AND GEOGRAPHY—

History—Gujráti Indian History by Mehta and Vakil ... p.p. 14-69.

Geography—Geography of India (Gujráti series) part II, chapter III and Definitions from Part I.

CLASS VI.

ENGLISH—

(*A. Division*)—

The new Orient Readers. First Readers complete p.p. 6–91. including the poetry Lessons.

Páthmála—First Lessons in English, by Rev. J. Wallace ... . pages 3-42.

Dictation and Copy writing.

(*A. Division second Batch.*)—

English—.. ... ... pages 5–76.

Páthmála— ... ... pages 3–15.

Dictation and Copy writing.

(*B. Division.*)—

English—Orient Readers Primer—complete and The Newton Infant Reader .. .. pages 3-33.

Dictation and Copy writing.

MATHEMATICS—

A.—Arithmetic—The first four rules. Integral (addition. subtraction, multiplication and division). G. C. M., L. C. M. and Reduction (Easy Examples).

Arithmetic-Tables—1×1 to 40×10 and
1×¼ to 100×¼ and 1×½ to 100×½.

B.—Addition, subtraction, multiplication and easy examples of division.

Arithmetic Tables—1×1 to 40×10.

HISTORY AND GEOGRAPHY—

A.—Brief History of Gujrát by R. S. Mahipatrám ... p.p. 7–28.

B.—The same ... ... pages 7–21.

GEOGRAPHY.—

Geography Part I by R. S. Mahipatrám.

A.—Definitions and Chapter III excepting રાજ્ય સ્થિતિ.

B.—Definitions and 7th Chapter Káthiáwár Agency.

MAP-Drawing—The Bombay Presidency.

SECOND LANGUAGE—

GUJRATI—

A. Hope's 5th Book, From Lesson 103 to the end of the Book.

Recitation—54 lines from the 5th Book.

The parts of speech.

Dictation and Copy writing.

B. Hope's 4th Book Lessons 1-50. Recitation of the Poetry from the portion read.

The Parts of speech.

Dictation and Copy writing.

Class Time Table—November 1904 to March 1905.

	10—10-45.	10-45—11-30.	11-30—12-15.	12-15—1.	2—2-45.	2-45—3-30.	3·30—4.
Class I...	Mathematics. Mr. Hide.	English Text and Composition. Mr. Mayne. Law. Mr. N. D. Kavi.	Geography—Mr. Hide. English Text and Chemistry. Mr. R. D. Patel.	Vernacular. Indian History and Political Economy. Mr. B. K. Thakore.	English Text. Mr. Mayne. Páthmála and Physics. Mr. R. D. Patel.	English History and Political Economy. Mr. B. K. Thakore.	Politics and Vernacular. Mr. N. D. Kavi
„ II...	Vernacular. Mr. N. D. Kavi.	Mathematics and Geography—Mr. Hide. Law—Mr. N. D. Kavi.	English Prose and Political Economy. Mr. B. K. Thakore. Chemistry. Mr. R. D. Patel.	English Poetry and Composition. Mr. Mayne. Mathematics. Mr. Hide.	English History and Páthmála. Mr B. K. Thakore. English Grammar. Mr. B. H. Kázi.	English Recitation and Geometry—Mr. Hide English Grammar—Mr. B. H. Kázi.	Political Economy and Páthmála. Mr. B. K. Thakore. Geography—Mr. Hide. Gujaráti Composition. Mr. N. D. Kavi.
„ III..	Extra English and Recitation. Mr. Mayne. Mathematics. Mr. J. S. Vevái.	English and Vernacular Prose. Mr. B. K. Thakore. Map Drawing. Mr. R. D. Patel.	Vernacular Poetry and Translation. Mr. N. D. Kavi. Composition. Mr. Mayne.	Mathematics. Mr. J. S. Vevái. Science—Mr. R.D. Patel. English History—Mr. B. H. Kázi.	English Grammar and Páthmála. Mr. N. D. Kavi. Indian History. Mr. B. H. Kázi.	English History. Mr. B. H. Kázi. Geography. Mr. Hide.	English Poetry and Geography. Mr. Hide. English Prose. Mr. B. K. Thakore.
„ IV...	English Prose. Mr. R. D. Patel. Composition. Mr. Mayne.	History. Mr. J. S. Vevái. Recitation and Dictation—Mr. Hide.	Mathematics. Mr. J. S. Vevái. Map-Drawing. Mr. B. K. Thakore.	Páthmála. Mr. R. D. Patel. Arithmetic. Mr. J. S. Vevái.	Vernacular. Mr. P. V. Gokaly. Object Lessons. Mr. J. S. Vevái.	Vernacular. Poetry—Mr. N. D. Kavi. Geography. Mr. I. P. Mehta.	English Copy-Writing. Mr. R. D. Patel. Vernacular Copy Writing. Mr. P. V. Gokaly.
„ V...	Gujaráti Copywriting Mr. P V. Gokaly. Map-Drawing. Mr. B. K. Thakore.	English Prose. Mr. R. D. Patel. Geography—Mr. N. D. Kavi. Obeject R. Mr. I. P. Mehta.	Arithmetic and History. Mr. I. P. Mehta.	History. English object R.—Mr. I. P. Mehta. English Dictation—Mr. B. H. Kázi. Gujaráti Dictation—Mr. P. V. Gokaly.	English Recitation and Examination. Mr. Mayne. Copy-Writing.	Vernacular. Mr. P. V. Gokaly.	English Prose and Páthmála. Mr. R. D. Patel.
„ VI...	Arithmetic Tables. Mr. I. P. Mehta. Combined.	English Prose. Mr. I. P. Mehta. History—Mr. J. S. Vevái.	Vernacular. Mr. P. V. Gokaly.	Vernacular. Dictation and Recitation. Mr. P. V. Gokaly. History and Páthmála. Mr. I. P. Mehta.	Mathematics Mr. I. P. Mehta. English Copy-Writing. Mr. B. H. Kázi.	History. Mr. I. P. Mehta. Geography. Mr. N. D. Kavi.	English Dictation. Mr. I. P. Mehta. Examination in English Mr. Mayne. Gujaráti Recitation. Mr. P. V. Gokaly.

The 15th November 1904.

C. MAYNE,
Principal, Rájkumar College.

ANNEXURE C.

RÁJKUMÁR COLLEGE.

Results of the Terminal Examination November 1904.

FIRST CLASS.

	English.	Vernacular.	History and Geography.	Mathematics.	Science.	Law.	Total.
Max.	230	100	100	100	100	100	730
K. S. Laxman Wála of Bilkha.	115	54	56	22	38	36	321
K. S. Lákháji Ráj of Rájkot	123	54	40	34	36	36	323
K. S. Rámráo of Jath	139	76	44	42	31	56	388
K. S. Gulám Jiláni of Wái..	123	25	44	35	47	38	312
K. S. Gumánsinhji of Mália	Absent.						

Prize Winners.—K. S. Laxman Wála—Extra Class Prize.

K. S. Lákháji Ráj—Good Conduct Medal.

K. S. Rámráo of Jath—Diamond Jubilee Prize, Gondal Prize.

K. S. Gulám Jiláni of Wái—Idar Prize.

SECOND CLASS.

	English	Vernacular.	History and Geography.	Mathematics.	Science.	Law.	Total.
Max.	220	100	100	70	50	50	590
K. S. Vira Wála of Bagasra.	114	43	42	26	14	20	259
K. S. Joraversinhji of Chuda.	111	52	40	40	17	10	270
K. S. Mádhavráo of Miraj..	121	75	34	41	12	24	307
K. S. Kamáludinkhán of Mánávadar.	80	27	25	20	8	15	175

Prize Winners.—K. S. Mádhavráo—Diamond Jubilee Prize.

K. S. Joráversinhji—Macnaghten Music Prize.

Third Class.

	English.	Vernacular.	History and Geography.	Mathematics.	Total.
Max.	170	100	100	100	470
K. S. Umedsinhji of Dhrol	96	57	52	64	269
K. S. Abdul Majidkhán of Sávnur...	133	40	50	67	290
K. S. Dipsinhji of Dhrol.....	94	50	43	60	247
K. S. Vijaysinhji of Nándod	81	49	52	67	249
K. S. Ráning Wála of Jetpur	87	41	43	42	213
K. S. Harisinhji of Gadhka	114	64	45	30	253
K. S. Indrasinhji of Bánsda	87	44	44	75	250
K. S. Bhojrájji of Jália	82	47	45	34	208
K. S. Bhán Wála of Bilkha.....	64	45	38	70	217
K. S. Jaláludinkhán of Rádhanpur...	110	25	44	41	220
K. S. Ahmedkhán of Sachin	105	5	38	17	165

Prize-Winners.—K. S. Abdul Majid Khán—Diamond Jubilee Prize.

K. S. Umedsinhji—Extra Class Prize, Map Drawing Prize.

K. S. Bhánwála—Drawing Prize.

Fourth Class.

	English.	Vernacular.	History and Geography.	Mathematics.	Total.
Max.	150	100	100	100	450
K. S. Chintámanráo of Sángli	106	78	75	75	334
K. S. Vithalráo of Sángli	124	84	78	77	363
K. S. Prákramsinhji of Nándod ...	92	70	83	80	325
K. S. Rám Wála of Bagasra	71	59	56	56	242
K. S. Narsingdevji of Dharampur....	96	64	68	77	305

Prize-Winner.—K. S Vithalráo—Diamond Jubilee Prize.

Fifth Class.

	English.	Vernacular.	History and Geography.	Mathematics.	Total.	
Max.	100	100	100	100	400	
K. S. Pratápsinhji of Láthi.....	67	59⅓	80	62	268½	
K. S. Pravinsinhji of Bánsda	53	63	45	44	205	
K. S. Joráversinhji of Láthi	40	59	44	68	211	
K. S. Gagubha of Panch-Devda....	47	42⅔	45	22	156⅓	

Prize-Winner.—K. S. Pratápsinhji—Diamond Jubilee Prize.

I regret to say that the examination marks of Class VI have been lost and cannot be traced. The Prizes were awarded on the term's marks to:—

K. S. Kánthad Wála of Jetpur—Diamond Jubilee Prize.

K. S. Surajmal of Pál—Extra Class Prize.

C. MAYNE,
Principal, Rájkumár College.

ANNEXURE D.

RÁJKUMÁR COLLEGE, RÁJKOT.

Statement showing Age, Residence and Attendance of Boys.

Name.	Age.			How long resident in College.			Attendance from 1st April 1904 to 31st March 1905. No. of days.				Remarks.
	Years.	Months.	Days.	Years.	Months.	Days.	Present.	Absent with Leave.	Absent without Leave.	Total.	
CLASS I.											
1. K. S. Rámráo of Játh.	19	2	21	2	2	1	228	...	...	228	
2. K. S. Lákháji of Rájkot.	19	3	15	10	1	18	221	7	..	228	
3. K. S. Laxman Wála of Bilkha. ..	20	2	6	9	4	5	221	7	...	228	
4. K. S. Gulám Jiláni of Wái. ..	16	8	4	4	7	2	228	...	...	228	
5. K. S. Gumánsinhji of Mália. ...	19	1	27	9	5	1	188	40	...	228	
CLASS II.											
6. K. S. Mádhavráo of Miraj ...	16	0	17	2	2	2	228	...	...	228	
7. K. S. Vira Wála of Bagasra ...	17	2	2	8	4	22	222	7	...	228	
8. K. S. Joráwarsinhji of Chuda. ..	18	11	7	9	2	...	216	12	...	228	
9. K. S. Kamáluddin Khánji of Mánávadar.	16	4	13	8	2	27	205	23	...	228	
10. K. S. Phiroj Khánji of Bajána. ...	19	7	20	8	3	29	179	49	...	228	
CLASS III.											
11. K. S. Abdul Majid Khánji of Sávnur.	14	5	26	4	7	1	220	8	...	228	
12. K. S. Umedsinhji of Dhrol	17	10	10	4	8	30	228	...	...	228	
13. K. S. Ahmed Khánji of Sachin ..	17	7	3	1	8	4	215	...	...	215	
14. K. S. Harisinhji of Gadhka	18	4	21	7	4	17	221	7	...	228	
15. K. S. Vijaysinhji of Rájpipla ...	15	2	1	4	2	11	218	10	...	228	
16. K. S. Dipsinhji of Dhrol	14	9	22	4	8	30	228	...	...	228	
17. K. S. Jaláluddin Khánji of Rádhanpur	16	0	0	8	2	5	227	1	...	228	
18. K. S. Ráning Wála of Jetpur ..	15	10	5	5	4	18	228	...	...	228	
19. K. S. Bhán Wála of Bilkha	17	0	13	8	4	7	228	...	...	228	
20. K. S. Bhojrájji of Jália	17	7	7	7	4	27	226	2	...	228	
21. K. S. Indrasinhji of Bánsda.	17	1	15	5	3	18	192	36	..	228	

	Name.	Age.			How long resident in College.			Attendance from 1st April 1904 to 31st March 1905. No of days.				Remarks.
		Years.	Months.	Days.	Years.	Months.	Days.	Present.	Absent with Leave.	Absent without Leave.	Total	
	CLASS IV.											
22.	K. S. Vithalráo of Sángli	13	7	14	1	9	7	222	6	...	228	
23.	K. S. Chintámanráo of Sángli ...	15	1	18	1	9	7	222	6	..	228	
24.	K. S. Prákramsinhji of Nándod ...	15	7	30	4	5	25	218	10	...	228	
25.	K. S. Rám Wála of Bagasra ...	13	5	28	5	4	19	228	...	..	228	
26.	K. S. Narsinhdevji of Dharampur	13	2	8	4	9	27	190	38	..	228	
	CLASS V.											
27.	K. S. Pratápsinhji of Láthi ...	13	11	11	4	7	18	227	1	..	228	
28.	K. S. Pravinsinhji of Bansda ...	14	1	6	3	4	11	183	45	...	228	
29.	K. S. Gagubha of Panch Devda ...	11	4	24	4	1	.	205	23	..	228	
30.	K. S. Joráwarsinhji of Láthi ...	13	8	11	4	7	20	228	...	...	228	
	CLASS VI.											
31.	K. S. Surajmal of Pál	12	1	12	2	9	23	227	1	..	228	
32.	K. S. Káthad Wála of Jetpur ...	14	3	7	2	0	28	224	4	..	228	
33.	K. S. Poonja Wála of Navánia ...	13	4	6	0	4	14	136	...	...	136	Joined 18th Nov. 1904.
34.	K. S. Bháratsinhji of Mália ...	10	5	17	1	4	14	188	40	..	228	
35.	K. S. Nársinhji of Dhrol	10	3	18	1	0	23	228	...	..	228	
36.	K. S. Dánsinhji of Lodhika ...	15	5	25	0	8	13	175	5	...	180	Joined 19th July 1904.
37.	K. S. Fatehsinhji of Dhrol ...	13	1	8	1	0	23	228	...	...	228	
38.	K. S. Prathiráj of Rájpara ...	14	0	17	0	8	3	160	10	...	170	Joined 29th July 1904.
39.	K. S. Jamiet Khánji of Bálásinor ...	10	4	22	0	4	17	119	...	..	119	Joined 15th November 1904.
40.	K. S. Amara Wála of Luni	9	4	4	1	2	7	228	...	...	228	
41.	K. S. Ajitsinhji of Gadhka.	16	7	5	1	3	25	221	17	...	228	

C. MAYNE,
Principal, Rájkumár College.

ANNEXURE E.

General Time Table of Out-door Exercises, November 1904 to 1905.

Days.	Morning.	Evening.	Masters in charge.
Monday	Formation for Seniors ... ... Riding School for Juniors	Seniors—Cricket ... ... Juniors—Tennis	Mr. Hide. K. S. Vajubha. Mr. Curshedji.
Tuesday	Foot-ball for all	Seniors—Tennis and sports practice ... ... Juniors—Cricket & „	Mr. Curshedji. K. S. Vajubha. Mr. Kavi.
Wednesday	Riding for all	Cricket for all	Mr. Mayne. Mr. Hide. K. S. Vajubha. Mr. Curshedji.
Thursday.....	Tent-pegging for Seniors... ... ... Bending exercise for Juniors	Seniors—Cricket .. .. Juniors—Tennis	Mr. Hide. K. S. Vajubha. Mr. Curshedji.
Friday	Riding School for all	Seniors—Tennis and sports practice ... ... Juniors—Cricket and „	Mr. Curshedji. K. S. Vajubha. Mr. Kavi.
Saturday	Seniors—Gymnasium ... ... Juniors—Rounders	Foot-ball for all	Mr. Mayne. Mr. Hide. K. S. Vajubha. Mr. Curshedji.
Sunday	Riding for all	Tennis tournament	K. S. Vajubha. Mr. Curshedji.

The 15th November 1904.

C. MAYNE,

Principal, Rájkumár College.

No. 166 of 1906-07.

From.

Percy Hide, Esquire, M. A.,

Vice-Principal, Rájkumár College.

To.

The Agent to the Governor

in Káthiáwár, Rájkot.

Rájkumár College,

Rájkot, 1st May 1906.

Sir,

In accordance with your No. 2270 dated the 26th ultimo, I have the honour to submit the report on the Rájkumár College for the year 1905-1906.

Staff.

2. The changes in the College Staff may be seen from the following table :—

Designation.	Names.	April 1st 1905.	April 1st 1906.
Principal	Mr. C. Mayne, M. A. ...	Mr. C. Mayne, M. A. ...	Mr. C. Mayne, M. A.
Vice-Principal ...	„ P. Hide, M. A. ...	„ P. Hide, M. A. ..	„ P. Hide, M. A.
1st Assistant ..	„ R. D. Patel ..	„ R. D. Patel ...	„ R. D. Patel.
2nd Do. ...	„ B. K. Thákore B. A.	„ B. K. Thákore B. A.	„ B. K. Thákore, B. A.
3rd Do. ...	„ N. D. Kavi M. A. ..	„ N. D. Kavi M. A. ..	„ N. D. Kavi, M. A.
4th Do. ...	„ J. S. Vevái B. A. ..	„ P. V. Gokhle ...	„ J. S. Vevái, B. A.
5th Do. ...	„ B. H. Kázi M. A. ..	„ B. H. Kázi M. A. ..	„ B. H. Kázi. M. A.
5th Do. ..	„ I. P. Mehta ...	„ I. P. Mehta ...	„ I. P. Mehta.
7th Wing Master...	„ C. D. Master ...	„ C. D. Master ...	„ C. D. Master.
8th Do. ...	K. S. Vijaysinh ...	K. S. Vijaysinh ...	K. S. Vijaysinh.
9th Clerk... ..	Mr. Prabhudás J. ...	Mr. Mansukhrám ...	Mr. Prabhudás J.
10th Drawing Master.	„ Usmán B. ...	„ Usmán B. ...	„ Usmán Bachal.
11th Music Master..	„ Jayáshankar ...	....	„ Jayáshankar V.
12th Shástri ...	„ Rámji Kánji ..	„ Rámji Kánji ...	„ Rámji Kánji.
13th Kázi	„ Báwámia A. ...	„ Báwámiá A. ...	„ Báwámia A.
14th Drill Master ...	„ Rustamsinh ..	„ Ásharám... ...	„ Rustamsinh.

The College is still understaffed. The Kumárs although few in number are divided into a large number of classes. These classes again have to be divided for some subjects when there are heirs-apparent and cadets in the same class (this division is compulsory under the new scheme now in force). Again no less than three vernaculars are taught in the College. Consequently a large staff is necessary to conduct the teaching successfully and at least one well trained assistant is required. At present work is carried on by inducing the private tutors of some of the Kumárs to help the staff for no remuneration. It may easily happen that there may be no private tutors in the College. Unless the staff is strengthened, it is hardly to be expected that the present scheme of work can be successfully taught by the staff alone.

134941

College Roll.

3. The number on the rolls on 1st April 1905. was 41. The following withdrawals and admissions have since taken place:—

Withdrawals.

No.	Names.	States to which they belong.
1	Kumár Shri Gumánsinhji...	Mália.
2	Kumár Shri Harisinhji ...	Gadhka.
3	Kumár Shri Bhojrájji ...	Jália.
4	Kumár Shri Pirozkhan ..	Bajána.

Admissions.

No.	Name.	Date of joining.	Age.
	(a) *From Surat Agency No. 1.*		
1	Kumár Shri Natwarsinhji Pratapsinhji	22nd November 1905. .	10
	(b) *Káthiáwár States and Tálukás 3.*		
1	Kumár Shri Prabhatsinhji Bhupatsinhji of Sháhpur.	7th December 1905 ...	11
2	„ „ Gagubha Ladhubha of Rájkot ...	23rd Do. ...	17
3	„ „ Harichandrasinhji Himatsinhji of Muli.	15th March 1906 ..	6
	(c) *S. M. Country and States No. 1.*		
1	Kumár Shri Vithalráo of Aundh...	20th December 1905...	17

Distribution of College Roll.

4. The distribution of the College roll is now as follows:—

(*a*) Káthiáwár States and Tálukás.

Bilkha	2
Bagasra	2
Mánávadar	1
Dhrol	4
Jetpur	2
Rájkot	1
Láthi	2
Panch-Devda	1
Mália	1
Pál..	1
Nawánia	1
Luni	1
Lodhika	1
Rájpura	1
Sháhpur	1
Gadhka	1
Muli	1
	24

(*b*) Rewá-Kántha Agency

Rájpipla	2
Bálásinor	1
	3

(*c*) Pálanpur Agency.

Rádhanpur	1
	1

(*d*) Surat Agency.

Bánsda	3
Dharampur	1
Sachin	1
	5

(*e*) S. M. Country &c., States

Sángli	2
Miraj (Junior)	1
Játh	1
Sávnur	1
Wái	1
Aundh	1
	7
Total ..40	

The daily average on the College roll has been 39. The average number present 31. The average daily number sick ·17.

The figures of attendance have been largely affected by the three Bánsda Kumárs. The Chief of Bánsda has been very ill during the year and for some time was in a very critical condition. Consequently the Kumárs were with their father.

5. A detailed statement of receipts and expenditure is given at the end of this report.

Finance.

It must be stated that the finances of the College are not in a satisfactory condition. No Budget of income and expenditure has been sanctioned since October 17th, 1903.

As no Budget was sanctioned and no Government grant received the College Endowment Fund was drawn on to meet current expenses.

At a meeting of the Kárbháris of the 1st, 2nd, 3rd and 4th Class States held on 17th February 1906, it was decided that capital should not be drawn on to meet current expenses. Since that date the Government of Bombay has been advancing money to enable the College to carry on its work. As a result of this the whole work of the College is cramped and no schemes of improvement can be entertained, as such schemes do not come under the head of current expenditure.

6. The College water supply is not sufficient to enable the staff to make the most of

Water supply.

the College garden. The wells need deepening and repairing and the pipe system should be extended so as to supplement the wells in dry seasons. The last paragraph has shown that improvement in this direction is an impossibility until the College Finances are placed upon a proper footing. This is much to

be regretted as there is a space in the College to grow vegetables for the Kumárs and lucerne for their ponies. With a good supply of water the Kumárs could be supplied with many necessaries at rates lower than those of the Bazar.

Library.

7. No additions have been made to the College Library during the year as there are no funds available.

Improvements & Requirements.

8. No work has been done to finish the swimming bath during the year as there are no funds available.

The Viee-Principal's bungalow has been partially repaired but in its unfinished state is an eyesore to passers by and a source of no small inconvenience to the occupant. No funds are available for this work.

The Laboratory is an excellent building and is well arranged but there is a lack of simple apparatus and reagents so that hardly any practical work can be done by the Kumárs. Consequently the teaching of science is ineffective in its most important branch. There are no funds for the proper equipment of the laboratory.

The billiard room is at present not being used as the floor needs renewal. The floor is infested with white ants so that furniture &c., cannot be kept there. Funds are needed to renew this floor so that the room may be used. The billiard table has been removed to the Mahomedan Mess room and the billiard room is needed as a class room, now that classes are divided as mentioned in para 2.

Rebuilding.

9. The servants quarters of the Principal and Vice-Principal's bungalows need rebuilding as in places they are showing signs of collapse. The walls of some of the stables are unsatisfactory.

The racquet court needs repair very badly as the walls and floor have cracked.

The shooting of the Kumárs has suffered during the year under report as the rifles are worn out.

The billiard room needs accessaries such as balls, cues, &c., as the balls are cracking with age.

Tennis Court and Play ground.

10. The tennis courts, cricket ground and cricket pavilion have been well kept up during the year and are all in a satisfactory condition.

Gymnasium.

11. The gymnasium has been used regularly throughout the year and the Kumárs are improving in their exercises.

School work and Examination.

12. Mr. Bell, the Inspector of Chiefs' Colleges visited Rájkot on April 7th, and spent three days examining the College. Four Kumárs were examined for Diplomas and all were successful in obtaining them. Two of these Kumárs—Kumár Shri Rámráo and Kumár Shri Gulám Jiláni gained—'honour' diplomas. Mr. Bell's report on the College has not been received so that it cannot be included in this report. Last year three Kumárs were to be presented for the diploma examination but as explained in the last report the early closing of the College prevented Mr. Bell visiting Rájkot. This year, however, these three Kumárs came to Rájkot especially to interview Mr. Bell and were all three awarded Diplomas. At the end of this report are tables showing the marks gained by the Kumárs in the annual examination. All the papers of the Diploma class were examined by Mr. Bell and many of the papers in the other classes.

Age and attendance.

13. Five Kumárs have been admitted during the year and of these two are over 17 years of age. In the case of one of these, there were, I believe, reasons for his not attending the College before July last. He did not join the College until the 23rd of December. In this connection we would ask the Political Department (to which the College owes so much already) to help us. It is impossible, as matters now are, for the Principal or any member of the Staff to tour

throughout the Bombay Presidency in order to discover Kumárs of school going age. It is not reasonable to expect Chiefs to register their offspring in the College office. If, however, each Political Agent could keep a list of the families in his district whose sons might go to the Rájkumár College and send copies of these lists periodically to the College with notes as to the education of the little boys in their homes, the College would then know exactly when to expect Kumárs and there would not perhaps be so many cases of Kumárs coming either late or illiterate to the College. Reference has already been made to the absence of the Bánsda Kumárs during part of the year. It is noticeable that the Cadets of the Khairpur State go to the Aitchison College in Láhore. Khairpur being situated in the Bombay Presidency, it might perhaps be pointed out to those concerned that the Rájkumár College at Rájkot is intended not merely for the Chiefs of Káthiáwár but for those of the whole Bombay Presidency.

Outdoor Life.

14. A programme of the outdoor games of the College is attached to this report. This programme varies according to the season of the year and I show the programme followed during the greater part of the last term. During this year there have been no matches with Ajmere as it was impossible to find a date suitable to both Colleges. This is much to be regretted for though we can never hope to compete successfully with a College containing over 100 Kumárs yet the meetings have been so productive of good fellowship that it would be a pity to discontinue them. In future this meeting will probably take place just before Christmas when there are no examinations at either College. The cricket season was on the whole successful as the School team was only assisted by the Staff in two matches—those against the Agency Police and the 123rd Rifles. In all 13 matches were played, 8 being won, 4 lost and one resulting in a tie. The football season was still more successful but this is due perhaps to the fact the College being the first team to play regularly together in Káthiáwár has an advantage over local teams. No matches were lost and no goals scored against the College. The Staff were represented in two matches only—those against the 123rd Rifles. Other schools in Káthiáwár are now beginning the game and as they all have an advantage over us in numbers, it does not seem likely that we shall maintain our record.

During the year the Shield for athletics presented by Colonel Kennedy, the late Agent to the Governor, Káthiáwár, was competed for. This was originally given for the best athlete in the College but as our Wing matches take the place of House matches in other schools and produce great excitement, Colonel Kennedy allowed the Shield to be given to the Wing, which scored the highest number of marks. The North Wing won this Shield.

The Wing Football cup was won by the North Wing.

A Cricket Shield presented this year by Kumár Shri Lákháji Ráj of Rájkot was won by the North Wing.

Kumár Shri Gumánsinhji of Mália presented a cup for tent-pegging and this was won by Kumár Shri Madhavrao.

Some of the senior Kumárs play polo in the Station games.

There has been only one serious accident on the play ground during the year, Kumár Shri Gagubha of Rájkot breaking the bones of his forearm at football.

The shooting was keenly contested as usual, Kumár Shri Rámráo of Jath winning the Wood challenge cup.

Boarding arrangements, Expenditure &c.

15. The arrangements for the Boarding of the Kumárs have not been altered with one exception. A Kathi mess has been started and so far has worked well.

The College Debating Society has worked successfully during the year. Many of the Kumárs read up the subjects and take a pride in speaking without notes.

Arrangements are made for a good many Kumárs to be accompanied by members of the staff during the vacations. During the present vacation there is one party of Kumárs at Mángrol and another party at Matheran.

Religious instructions.

16. The Kázi and the Shastri have attended to their duties punctually and zealously throughout the year.

Health.

17. There has been one serious illness in the College during the year. Kumár Shri Laxmanwála of Bilkha was very ill with fever. The Civil Surgeon, the College Hospital Assistant and the Wing Master were unremitting in their care and attention so that after a long illness the Kumár was pronounced convalescent and allowed to leave the College for a change of climate. Kumár Shri Laxmanwála has now left the College and it may be noted that he is the last of the Kumárs who worked under the late Mr. Macnaghten, the first Principal of the College.

Note-worthy events.

18. The great event of the year was the visit to Bombay when sixteen Kumárs rode in the escort of Their Royal Highnesses the Prince and Princess of Wales. Altogether 21 Kumárs went to Bombay with the Principal, the Vice Principal, and Messrs. B. K. Thákore, Prabhudás J. J. S. Vevái, Kumár Shri Vijaysinhji (Sáyla) and Kumár Shri Vijaysinhji (Láthi). The Kumárs took their own ponies and after more than a fortnight's hard training in Bombay the following sixteen rode in the escort.

1. Kumár Shri Laxmanwála of Bilkha.
2. „ „ Rámráo of Jath.
3. „ „ Gulám Jiláni of Wai.
4. „ „ Viráwála of Bagasra.
5. „ „ Vijaysinhji of Rájpipla,
6. „ „ Prákramsinhji Do.
7. „ „ Jaláludinkhánji of Rádhanpur.
8. „ „ Abdul Majidkhán of Sávnur.
9. „ „ Chintámanrao of Sángli.
10. „ „ Vithalráo Do.
11. „ „ Mádhavráo of Miráj (Junior)
12. „ „ Ahmedkhán of Sachin.
13. „ „ Umedsinhji of Dhrol.
14. „ „ Rámwála of Bagasra.
15. „ „ Dánsinhji of Lodhika.
16. „ „ Bhánwála of Bilkha.

Escort duty was performed twice. Firstly when Their Royal Highnesses landed and secondly when they drove round the City of Bombay. On the latter occasion the Kumárs were in the saddle from 1-15 P. M. till 8-15 P. M. On each occasion the Kumárs rode next the Body guard. While at Bombay the Kumárs visited various places of interest and were treated most kindly. H. E. Lord Lamington inspected them twice—on the second occasion at Government House where Sir Archibald Hunter was present to inspect also. His Excellency very kindly entertained the Kumárs after the inspection. When the Kumárs visited H. M. S. Terrible in Bombay Harbour they were treated with the utmost hospitality. Similarly at the School of Art, the Docks, in fact on all occasions the Kumárs met with great kindness. Finally the Principal and the Kumárs were presented to His Royal Highness the Prince of Wales at Government House.

The College Squadron has only provided one other escort during the year—that to Colonel Kennedy when he retired from the office of Agent to the Governor and left Rájkot for good.

A most successful old boys gathering was held in September when 40 past Kumárs came to Rájkot. The Past beat the Present in cricket, tennis and shooting. The tent-pegging was won by the Present and the Present took revenge for their other defeats by administering a severe beating to the Past at football.

No prize giving was held during the year as the time of the annual examination has been changed. The next prize giving (for the examination just held) will be early next term.

During the year the College has been visited by the Lord Bishop of Bombay who very kindly made a present to the College Library.

Colonel Drummond, officiating Inspector General of Imperial Service Troops visited us in January. Surgeon General Greany, Surgeon General with the Governnent of Bombay also visited us in January and Lord Hawke paid the College a visit in February.

Cadet Corps.

19. No Kumárs are being sent to the Imperial Cadet Corps from the Rájkumár College this year.

Conclusion.

20. I regret that the Inspector's report cannot be attached to this, as that would no doubt give the opinion of an impartial judge as to the working of the Staff and the tone of the Kumárs. As far as I—living in the College—have been able to judge the Staff has worked together most harmoniously and the Kumárs on the whole have shown a fair appreciation of the advantages offered them by the College.

I have the honour to be,

Sir,

Your most obedient servant,

PERCY HIDE,

Vice-Principal, Rájkumár College.

ANNEXURE A.—Statement of Income and Expenditure.

ANNEXURE B.—Daily Routine.

ANNEXURE C.—Schedule of work done 1905-06.

ANNEXURE D.—Results of the Annual Examination.

ANNEXURE E.—Table of Ages, length of rasidence, and attendance 1905-06.

ANNEXURE F.—General time table of Out-door Exercise 1905-06.

ANNEXURE G.—Statement showing the number of Kumárs following different Conrses.

ANNEXURE

RAJKUMÁR COLLEGE,

Statement of Income and Expenditure

No.	Receipts.				Estimated receipts for 1905–1906.			Actual receipts for 1905–1906.		
1	Opening balance				11,753	13	8	11,753	13	8
2	Fees from Kumárs				37,000	0	0	28,322	6	4
3	Garden receipts				200	0	0	.....		
4	Miscellaneous Receipts				30	0	0	29	0	0
5	Contribution towards Accountant's pay				330	0	0	258	6	8
6	Interest of the following Endowments: –									
	1. Sir James Ferguson Medal...	174	9	0						
	2. Gondal Prize	87	4	6						
	3. Diamond Jubilee Prize ...	174	9	0						
	4. Macnaghten Music Prize ...	17	7	4						
	5. Do. Medal	174	9	0						
					628	6	10	628	6	10
7	Other Medals and Prizes: –									
	1. Dáji Ráj-Amráwála Medal ...	121	0	0						
	2. Gordon Medal	15	0	0						
	3. Karansinhji Medal	16	4	0						
	4. Natwarsinhji Cricket Medal...	13	13	0						
	5. Idar Prizes	72	12	0						
					238	13	0	238	13	0
8	Contribution from College Endowment Fund for repairs to the Vice Principal's Bungalow and upper end rooms				.....			6,126	14	8
9	Government Grant-in-aid anticipated				23,197	14	11	.....		
	Advance from College Endowment Fund to meet current deficit (Government Grant-in-aid being not paid) recoverable				.....			27,781	3	4
	Total Rs....				73,379	0	5	75,139	0	6

Rájkumár College,

Rájkot, 1st May 1906.

A.

RÁJKOT.

for the year 1905–06.

No.	Expenditure.	Estimated expenditure 1905-1906.	Actual expenditure 1905–1906.
1	Salary to College Staff	46,272 6 5	45,789 13 6
2	Pension Contribution to Native Assistants, &c. ..	1,863 12 0	1,004 6 10
3	Contingencies	1,500 0 0	1,499 14 8
4	Water charges..	900 0 0	900 0 0
5	Garden Establishment	774 0 0	822 11 3
6	Do. Contingencies	726 0 0	735 3 3
7	Conservancy Establishment	672 0 0	616 0 0
8	Do. Contingencies	320 0 0	320 2 10
9	Library and Prizes	200 0 0	163 12 0
10	Play Ground and Gymnasium	800 0 0	833 0 4
11	Medicines	200 0 0	200 0 0
12	Repairs..	2,500 0 0	2,489 0 7
13	Engraving Marble Slab	50 0 0	42 14 0
14	Sir James Ferguson Medal	174 9 0	174 9 0
15	Gondal Prize	87 4 6	87 4 6
16	Diamond Jubilee Prize	174 9 0	174 9 0
17	Macnaghten Music Prize	17 7 4	17 7 4
18	Do. Medal	174 9 0	174 9 0
19	Dáji Ráj-Amráwála Medal	121 0 0	121 0 0
20	Gordon Medal	15 0 0	15 0 0
21	Karansinhji Medal	16 4 0	16 4 0
22	Cricket Medal	13 13 0	13 13 0
23	Idar Prizes	72 12 0	72 12 0
24	College Quata towards pension of old employés ...	2,592 14 10	940 1 1
25	Wing Master's allowance	600 0 0	.....
26	House rent to Hospital Assistant	36 0 0	36 0 0
27	Brass raw Plates to Portraits...	102 14 0	.....
28	Library Books and Charts	145 0 0	.....
29	Play Ground Deficit	52 15 8	.....
30	Repairs to Vice Principal's Bungalow and upper end rooms...	.....	6,126 14 8
31	Government Grant-in-aid towards current expenses	23,197 14 11	.....
	Closing balance.....	11,753 13 8	11,753 13 8
	Total....	96,126 15 4	75,139 0 6

PERCY HIDE,
Vice Principal, Rájkumár College.

ANNEXURE B.

RÁJKUMÁR COLLEGE.

DAILY ROUTINE 1905-06.

Morning Bells 5-30 or 6-30 A. M.
Morning Exercise 6-7 or 7-8 A. M. } According to season.

8-10 A. M. These hours are given to bath and breakfast, the private religious observances of the Kumárs and preparation of lessons for the day. The Musáhebs are present with their Kumárs all the time.

SCHOOL HOURS.

Mondays
Tuesdays
Thursdays
Fridays
Wednesdays
Saturdays

Morning School 10 A. M.—1 P. M.
Afternoon School 2—4·15 P. M.
Lessons of $\frac{3}{4}$ hours each and the last one of $\frac{1}{2}$ hour.
1—2 P. m. Recess hour.
School 10 A. M.—1-30 P. M. Lessons as in whole School days.

Evening Games from 5—6 P. M. or 6—7 P. M. according to the season.

On Wednesdays and Saturdays from 2-30—6-30 P. M. or 7 P. M. according to season.

6-30—7-30 P. M. or 7—8 P. M. (according to season) Dinner Hour.

7-30—8-30 P. M. or 8—9 P. M. (according to season) Evening preparation in the College Hall.

Boys retire to bed at 9 or 9-30 P. M. and all lights are extinguished at 9-30 or 10 P. M. according to season.

The marks given in the class are added up at the close of each week and the Kumárs take their new places in class every Monday morning.

SUNDAYS ROUTINE.

6-30—7-30 A. M. Riding.

7-30—10-0 A. M. Bath, breakfast and reading.

10-0—11-0 A M. Sword exercise.

11 A. M.—1 P. M. Music and Drawing.

1 P. M.—2-30 P. M. Recess.

2-30—3-3-30 P. M. Library.

3-30—4 P. M. Religious lectures.

4-0—5·30 P. M. Recess.

5-30—6-30 P. M. Games.

7-30—8-30 P. M. Library.

ANNEXURE C.

SCHEDULE OF WORK DONE DURING 1905-1906.

FIRST CLASS—(Diploma Class.)

ENGLISH.—

Prose—Stevenson's New Arabian Nights.
The Story of the Pavilion on the Links.
Knight's—Where Three Empires meet...pp. 241-528.

Poetry—Shakespear's Merchant of Venice.

HISTORY—

(A) *English*—Cyril Ransome's History of England William I to Charles I.

(B) *Indian*—Marsdon's History of India, Baber up to the end.

GEOGRAPHY—

Longman's Ship series– Europe, complete

MATHEMATICS (Compulsory)—

Arithmetic—*Gokhale*—The whole excepting Practice and Mensuration.

Euclid—Hall and Steven's—Book I.

SCIENCE—(Optional with a Classical Language)

Chemistry– Perkin and Lean's .. .. pp. 1-173.

Physics—Balfour Stewart's Primer ... .. pp. 1-100.

VERNACULARS—(one to be taken).

(A) *Gujaráti*—1.

Prose—Naramkatha Kosh by Navalrám.
Life ef Narmadáshanker ... ... pp. 1-19.

Poetry—Abhygnyna Shakuntala Natak Acts I-IV.

(B) *Maráthi*—

Prose—Anekvidya Multatva ... ... pp. 86-107.

Poetry—Kachopakhyna and Dron Parva verses 50.

(C) *Urdu*—

Prose—Aziz Virjind ... . pp. 30.

Poetry—Mussadasi Háli Stanzas 50.

LAW, POLITICAL ECONOMY, LAND REVENUE AND POLITICS—

(Optional with advanced Mathematics).

(A) *Law*—Whitworth's Law Lactures—whole.
Markby's Jurisprudence—Notes from.

(B) *Political Economy*—Mrs. Fawset's ... ... pp. 1-67.

(C) *Revenue*—Baden Powell's Land Revenue in India. pp. 1-229.

(D) *Politics*—Raleigh's Elementary Politics. cps I-V and XIV.

DRAWING--

(*a*) Free hand.
(*b*) Model Drawing
(*c*) Colour work.

ADVANCED MATHEMATICS—

Mensuration—Cooke's. The whole.
Euclid—Hall and Steven's. Book I and II, prop. 6.
Algebra—Hall and Knights—Addition, Subtraction, Multiplication, Division, Removal of Brackets, H. C. F., L. C. M, Square roots and Factors.

CLASS II.

ENGLISH—

Prose—Tales of Indian Chivalry (Macmillan) ... pp. 122-180.
Men of Renown (Finnemore's) ... pp. 59-131, and 234-256.
Raleigh's Politics Ch. VI. with the British Constitutions and British Possessions from the Empire History.
Poetry—Aytoun's Island of the Scots, The Scottish Cavalier, and the Execution of Moutrose Stanzas... ... ... 1-12.
Recitation—Edinburgh after Flodden ... ... 1-10.
Grammar—Parsing.
Translation—Well's Páthmála Part III, Lessions 1-14.
Composition—Essay writing.

HISTORY—

(A) *English*—The Empire History, William I to Richard III.
(B) *Indian*—Marsden's chs. 33, 35-6, 46, 48, 52-3, 55, 57, 59, and 63.

GEOGRAPHY—Class Notes.

MATHEMATICS—

Arithmetic—Gokhle's chapters ... . 5, 7-10, 15.
Mensuration—Of Rectangles.
Euclid—Hall and Steven's, Book 1 ... ... 1-31.

SCIENCE—

Chemistry—Roscoe's Primer .. .. .. pp. 1-73.
Physics—Balfour and Stewart's Primer ... ... pp. 1-65.

VERNACULAR—

Gujaráti—

Prose—નર્મગદ્ય, ગુજરાતીઓની સ્થિતિ, રૂપક ૧ લું.
Poetry—પ્રેમાનંદ કૃત સુદામા ચરિત્ર.
Grammar—શબ્દ વિચાર, પેટા વિભાગો સાથે ; પદચ્છેદ.
Translation—25 pp. from Macmillans' Tales.
Composition—નવલરામ કૃત નિબંધરીતિ ; અને સાધારણ અધરા નિબંધો.

Urdu—

Prose— Safarnâmeh from Makhtabe Sultâni to the Press.
Poetry—Asares Talaf, Stanzas ... ... 1-26.
Grammar—Class Notes.
Translation—Easy passages.
Composition—Essay writing.

LAW, POLITICAL ECONOMY, LAND REVENUE, (Optional with advanced Mathematics).

Revenue—Class Notes.
Political Economy—Bell's Laws of Wealth ; cps. ... 1-3.
Law—Whitworth's Lectures .. .. 1-21.

ADVANCED MATHEMATICS—

Algebra—Addition, Subtraction, Multiplication, Division, Removal of Brackets H. C. F. & L. C. M.
Euclid—Book I .. .. 1-34.
Mensuration—J. Javáji's Primer : Definitions and the first six rules.

DRAWING—

Free hand.
Model Drawing.
Colour Work.

CLASS III.

ENGLISH—

Prose—Alfred the Great, chapters ... ... I, II, III, IV, and V.
, Men of Renown : Clive, William Pitt (Jr) Nelson.
Poetry—Horatius. Stanzas ... ... 1-41.
Composition—Reproduction of Short Stories.
Grammar—Full parsing of simple words.
Translation—Wells Páthmála Part II ... ... pp. 1-43 (Gujaráti).
Maráthi—Students Translation Series Part III... pp. 1-76.

HISTORY—

(A) *English*—William I to Edward I.
Kumár Shri Vithalráo of Aundh, cps. ... 9-17.
(B) *Indian*—Marsden's History of India—The Mogul Period.

GEOGRAPHY—

Definitions, Boundaries of Continents and oceans ; Countries of all continents, capitals of the Countries of Asia, Europe and America.

MATHEMATICS—

Arithmetic—Fractions, Decimals, Ratio, Proportions, Percentage, Profit and Loss (Simple) and square Root.
Algebra—Substitution of values, Addition, Subtraction, Multiplication, Division, and Brackets.
Euclid—Hall and Steven's. Definitions and Book I—1-3.

SCIENCE—

Chemistry—Roscoe's Primer ... . pp. 9–40.

VERNACULARS—

GUJARÁTI—

Prose—Karan Ghelo chapters ... ... VIII and IX.
Poetry—Forbes Virah.
Grammar—Full parsing of simple words.
Composition—Short essays on simple subjects.
Translation—Alfred the Great chapters I–V.

MARÁTHI—

Prose—Nibandhmála ... ... pp. 716-753.
Poetry—Nal Damayanti Akhyána 300 lines.
Gramnar—Laghu Vyakaran .. .. pp. 1-48.
Composition—Short essays on simple subjects.
Translation—Alfred the Great chapters I-V.

URDU—

Second Reader .. .. pp. 1-50.
Spelling and Dictation.
Translation of easy sentences.
Composition—A few lines on easy subjects.

DRAWING—

Free hand.
Model Drawiug.
Colour Drawing.

CLASS IV.

ENGLISH—

Prose—The Orient Readers No. III ... ... pp. 5-41.
(Omitting poetical pieces).
Translation—Well's Páthmála Part I ... ... pp. 9-91 and translation from the English Text Book.
Recitation—The Orient Rreaders III. Rain in Summer ... ... pp. 51-53.
Grammar—Parts of Speech.
Composition—Letter writing; Short Stories reproduced.
Copy Writing—English Copy No. V and VI.

HISTORY—

Indian—Mogul and Marátha periods.

GEOGRAPHY—

Asia—and Map to be drawn.

MATHEMATICS—

Arithmetic—G. C. M., L. C. M., Fractions, Reductions, and Rule of Three. (easy examples)

SCIENCE—

પ્રવેશ પોથી નંબર ૬ ... . pp. 1-11.

VERNACULARS—

GUJARÁTI—

Prose—મેવાડની જાહોજલાલી ... ... પાના ૧-૬૫.
Poetry—ગુજરાતી સાતમી ચોપડી, કવિતાના પાઠ ૧૦, ૧૩, ૨૦, ૨૧, મુખપાઠ ૧૦, ૧૩, ૨૧.
Grammar—પદચ્છેદનાં મૂળતત્વો.
Composition—Letter-writing and Essay writing (Stories and simple subjects).
Copy Writing—No. VI.

DRAWING—

Free hand.
Colour Work.

CLASS V.

ENGLISH—

Prose—Orient Readers No. II, Lessons I-XVII.
Omitting poetical pieces ... ... pp. 3-48 Extra.
Poetry—Lord Ullin's Daughter. Lines ... ... 1-40.
Translation and Retranslation and Well's Páthmála
Part I ... ... pp. 9-40 Lessons I-XI.
Composition—Dictation and Copy Writing.

HISTORY—Indian, History of India. Chapters ... 1-2 and 5-11.

GEOGRAPHY—Bharatkhand. Part II ... ... pp. 18-42.

MATHEMATICS—

Arithmetic—Addition, Subtraction, Multiplication, Division, H. C. F., L. C. M., Reduction and Fractions.
Do. Tables. 1×1 to 40×10; $1\times\frac{1}{4}$ to $100\times\frac{1}{4}$ and $1\times\frac{1}{2}$ to $100\times\frac{1}{2}$.

SCIENCE—

Arnold's Object Readers Book II .. .. pp. 7-29.

VERNACULARS—

GUJARÁTI—

Prose—Bálmitra ... ... pp. 59-139.
Poetry—Gujarati Sixth Book. Lessons 21,31, 58 and 85.
Grammar—Bálvyákaran complete, omitting .. pp. 9-12.

DRAWING—

Free hand.
Colour work.

CLASS VI.

ENGLISH—

Prose—The New Orient Reader I. pp. 1-43 (for Kumár Shri Punjáwála, Dansinh, Naharsinh, and Fatehsinh.)
pp. 1-37 (for Kumár Shri Amaráwála, Jamiat-khán and Prathiráj.)
pp. 1-29 (Kumár Shri Natvarsinh.)
Infant Reader pp. 1-30. (Kumár Shri Ajitsinh).
Alphabets (capitals) Kumár Shri Prabhátsinh.
Translation—First Lessons—Lessons 2 to 8, for all except Ajitsinh and Prabhátsinh.
Copy Writing—No. I and II.

HISTORY—

Short History of Gujarát .. .. pp. 1-26.
Do. pp. 1-19 for Kumár Shri Amráwála and Natwarsinh.
Do. pp. 1-9 for Kumár Shri Ajitsinh.

GEOGRAPHY—

Gujaráti Geography Part I.—Whole of Káthiáwád pp. 41-48 and Bombay Presidency pp. 9-16 for all except Kumár Shri Ajitsinh and Prabhátsinh.
Káthiáwád pp. 41-48—Kumár Shri Ajitsinh.
Map Drawing—Bombay Presidency for all except Kumár Shri Prabhátsinh.

ARITHMETIC—

Kumár Shri Punjáwála, Dánsinh, Fatehsinh, Narharsinh—Addition, Subtraction, Multiplication, Division, H. C. F., L. C. M., Reduction. L. s. d. to pence, Rs. As. ps. to pies and tons. to Drams and Candies to Seirs.
For Kumár Shri Prathiráj, Natvarsinh, and Jamiatkhán—Addition to H. C. F.
For Kumár Shri Amráwála—Addition to easy divisions.
For Kumár Shri Ajitsinh and Prabhátsinh—Addition.

Arithmetic Tables—

For all except Kumár Shri Natvarsinh, Prabhátsinh, Amráwála and Ajitsinh 1×1 to 40×10 and $1\times\frac{1}{4}$ to $100\times\frac{1}{4}$ and $1\times\frac{1}{2}$ to $100\times\frac{1}{2}$.
For others except Prabhátsinh. 1×1 to 35×10.
For Kumár Shri Prabhátsinh. 1×1 to 18×10.

VERNACULARS—

GUJARÁTI—

Kumár Shri Punjáwála, Dánsinh, Narharsinh, Fatehsinh, Natvarsinh, and Jamiat-khán—Gujaráti Book V. Lessons 51 to 86.
Kumár Shri Prathiráj—Book IV. Lessons 1-105.
Kumár Shri Amráwála and Ajitsinh—Book III. 1-70.
Kumár Shri Prabhátsinh—Book I. complete.
Poetry—Recitation—Book V. pp. 129-213 for the 1st Six Kumárs.
Kumár Shri Prathiráj—Poetries from Book IV.
Kumár Shri Ajitsinh and Amráwála—Book IV. pp. 2-89.

DRAWING—

ANNEXURE. D.

RAJKUMÁR COLLEGE, RÁJKOT.

Results of the Annual Examination—April 1906.

DIPLOMA CLASS.

No.	Names.	English.	History and Geography.	Mathematics.	Science or Classical Language.	Vernacular.	Law and Political Economy, Politics, Land Revenue or Advanced mathematics.	Drawing.	Total.
	Full Marks.... ...	350	250	100	100	150	350 and 650	50	1,350
1	K. S. RámRáo of Jath ...	218	156	88	53	113	227	37	892
2	K. S. Gulám Jiláni of Wái.	223	175	83	62	82½	214	35	874
3	K. S. Viráwála of Bagasra.	138	110	75	36	97	233	42	731
4	K. S. Mádhavráo of Miraj	147	111	55	33	91	155	30	332

CLASS II.

Names.	English.	History and Geography.	Mathematics.	Science or Classical Language.	Vernacular.	Law and Political Economy or Advanced Mathematics.	Drawing.	Total.
Full Marks. ...	300	200	150	200	200	250	100	1400
K. S. Abdulmajidkhán ...	238	151	127	128	165	170	66	1045
K. S. Kamáluddinkhán ...	157	118	112	109	129	142	62	829
K. S. Jaláluddinkhán ...	159	93	86	81	116	165	76	776
K. S. Vijaysinh	179	135	67	115	128	128	64	816
K. S. Umedsinh	129	130	54	61	152	77	66	669
K. S. Ráningwála... ...	128	93	78	72	115	136	54	676
K. S. Dipsinh	131	64	111	62	127	91	38	624

CLASS III.

Names.	English.	History and Geography.	Mathematics.	Science or classical Language.	Vernacular.	Drawing.	Total.
Full Marks. ...	300	200	250	100	250	100	1,200
K. S. Vithalráo (*s*) ...	231	150	228	82	192	94	977
K. S. Chintamaurao ...	185	157	208	74	192	72	888
K. S. Ahmedkhán... ...	221	167	120	69	179	80	836
K. S. Prákramsinhji ...	152	124	90	61	167	62	656
K. S. Bhánwála	150	132	107	63	157	94	703
K. S. Narsinhdevji ...	151	103	88	58	114	70	584
K. S. Rámwála	119	78	68	51	172	48	536
K. S. Vithalráo (*a*) ...	117	96	53	26	143	72	507
K. S. Gagubha (*b*) ...	Did	not	appear	owing to	illness.		

CLASS IV.

Names.	English.	History and Geography.	Mathematics.	Science or Classical Language.	Vernacular.	Drawing.	Total.
Full Marks. ...	250	150	150	100	250	100	1,000
K. S. Pratápsinhji... ...	153	82	100	43	149	86	618
K. S. Gagubha	135	62	73	60	150	74	554
K. S. Joráversinhji ...	106	48	105	40	124	50	473
K. S. Pravinsinhji	108	24	58	46	91	42	369

CLASS V.

Names.	English.	History and Geography	Arithmetic.	Science.	Vernacular.	Drawing.	Total.
Full Marks. ...	250	150	200	50	250	100	1,000
K. S. Káuthadwála ...	145	106	114	31	188	73	657
K. S. Surajmal	139	86	152	33	161	70	641
K. S. Bharatsinh	177	105	87	31	180	60	640

CLASS VI.

Names.	English.	History and Geography.	Arithmetic.	Vernacular.	Drawing.	Total.
Full Marks. ...	200	150	200	250	100	900
K. S. Punjawála	145	118	152	191	45	651
,, ,, Nársinhji	124	123	172	171	75	665
,, ,, Dánsinhji	80	120	112	153	65	530
,, ,, Fatesinhji	95	120	124	147	65	551
,, ,, Natwarsinhji ...	128	70	90	180	65	533
,, ,, Prathiráj	98	99	59	171	90	517
,, ,, Jamiátkhán	97	87	154	181	55	574
,, ,, Amrawála	121	35	109	151	55	471
,, ,, Ajitsinhji	30 100	50	39	120 200	10	249 750
,, ,, Prabhátsinhji ...	not learning.	not learning.	157	88 140	55	330 440

ANNEXURE E.

RÁJKUMÁR COLLEGE, RÁJKOT.

Statement showing Age, Residence and attendance of Boys.

No.	Name.	Age.			How long resident in College.			Attendance from 1st April 1905 to 31st March 1906.				Remarks.
		Years.	Months.	Days.	Years.	Months.	Days.	Present.	Absent with Leave.	Absent without Leave.	Total.	
	CLASS I.											
1	K. S. Laxmanwála of Bilkha ...	21	2	6	10	4	18	186	9	...	195	Max. age. 21-2.
2	K. S. Rámráo of Játh	20	2	21	3	2	...	195	...	...	195	
3	K. S. Gulám Jiláni of Wái	17	8	4	..	7	22	195	..	..	195	Mini. age. 17.
4	K. S. Virawála of Bagasra	18	2	2	9	4	22	183	12	...	195	
5	K. S. Mádhavráo of Miráj	17	..	17	3	2	2	180	15	...	195	Average. y. m. 18—10
	CLASS II.											
1	K. S. Abdulmajid Khán of Sávnur..	15	5	26	5	7	1	195	..	..	195	Max. age. 18-10.
2	K. S. Kamáludinkhán of Mánávadar.	17	4	13	9	2	27	194	1	...	195	
3	K. S. Umedsinhji of Dhrol	18	10	10	5	8	30	192	3	..	195	Mini. age. 15-5.
4	K. S. Vijaysinhji of Rájpipla ...	16	2	1	5	2	11	195	...	...	195	
5	K. S. Dipsinhji of Dhrol	15	9	22	5	8	30	192	3	...	195	Average. 16-11.
6	K. S. Jaláludinkhán of Rádhanpur ...	17	..	...	9	2	5	186	9	...	195	
7	K. S. Ráningwála of Jetpur	16	10	5	6	4	18	187	8	..	195	
8	K. S. Indrasinhji of Bánsda... ...	18	1	15	6	3	18	47	148	...	195	
	CLASS III.											
1	K. S. Vithalráo of Sángli	14	7	14	2	9	7	195	...	...	195	Max. age. 18-7.
2	K. S. Chintámanráo of Sángli ...	16	1	18	2	9	7	195	...	...	195	
3	K. S. Ahmedkhán of Sachin... ...	18	7	3	2	8	4	193	2	...	195	Mini. age. 14-2.
4	K. S. Prákramsinhji, Nándod ..	16	7	30	5	2	25	195	...	...	195	
5	K. S. Narsinhdevji of Dharampur ..	14	2	8	5	9	27	191	4	...	195	Average. 16-3.
6	K. S. Bhánwála of Bilkha	18	...	13	9	4	7	171	24	..	195	
7	K. S. Vithalráo of Aundh	17	3	11	...	3	11	105	...	..	105	Joined on 20-12-05.
8	K. S. Gagubha of Rájkot	17	9	..	...	3	8	93	...	...	93	Do. 23-12-05.
9	K. S. Rámwála of Bagasra	14	5	28	6	4	19	185	10	...	195	

No.	Name.	Age.			How long resident in College.			Attendance from 1st April 1905 to 31st March 1906.				Remarks.
		Years.	Months.	Days.	Years.	Months.	Days.	Present.	Absent with Leave.	Absent without Leave.	Total.	
	CLASS IV.											
1	K. S. Pratápsinhji of Láthi	14	11	11	5	7	18	191	4	...	195	Max. age. y. 15 m. 1.
2	K. S. Gagubha of Panchdevda ...	12	4	24	5	1	..	194	1	..	195	
3	K. S. Joráwarsinhji of Láthi... ...	14	8	11	5	7	20	163	32	...	195	Mini. age. 12-4.
4	K. S. Pravinsinhji of Bánsda ...	15	1	6	4	4	11	58	137	...	195	Average. 14-3.
	CLASS V.											
1	K. S. Kánthadwála of Jetpur ...	15	3	7	3	..	28	186	9	...	195	Max. age. 15-3.
2	K. S. Bháratsinhji. Mália	11	5	17	2	4	14	195	...	...	195	Mini. age. 13-1.
2	K. S. Surajmal of Pál	13	1	12	3	9	23	171	24	..	195	Average. 13-3.
	CLASS VI.											
1	K. S. Punjáwála of Navánia.. ..	14	4	6	1	4	14	194	1	..	195	Max. age. 17-7.
2	K. S. Amráwála of Luni	10	4	4	2	2	7	195	..	...	195	
3	K. S. Nársinhji of Dhrol	11	3	18	2	...	23	192	3	..	195	Mini. age. 7-3.
4	K. S. Jamiatkhán of Bálásinor ...	11	4	22	1	4	17	191	4	...	195	
5	K. S. Fatehsinhji of Dhrol	14	1	18	2	...	28	191	4	...	195	Average 12-9.
6	K. S. Dánsinhji of Lodhika	16	5	25	1	8	13	168	27	...	195	
7	K. S. Prathiráj of Rájpura	15	...	17	1	8	3	182	13	..	195	
8	K. S. Prabhátsinhji of Sháhpur ...	11	5	..	...	3	24	108	..	..	108	
9	K. S. Ajitsinhji of Gadhka	17	7	5	2	3	25	191	4	...	195	
10	K. S. Natwarsinhji of Bánsda ...	10	9	7	...	4	9	106	19	...	125	
11	K. S. Harichandrasinhji of Muli ...	6	8	15	...	...	16	16	..	...	16	Joined on 15-3-06.

ANNEXURE F.

General Time Table of Out-Door Exercises.

Days.	Morning.	Evening.	Masters in charge.
Monday	Seniors—Riding Parade & Riding School ... Juniors—Riding Parade & Riding School. ...	1st Squad—Racquets, Tennis & Polo .. ... 2nd Squad—Racquets, Tennis & Gymnasium ...	Mr. Hide (Polo), Dafedár (Riding)—Morning. „ Patel (Gymnasium.) ... ... } Evening. „ Cursetji. (Racquets.) ... ... } Evening. „ Kázi S. K. S. Vajubha (Sports Practice.) ... . } Evening.
Tuesday	Seniors. } Foot-ball. Juniors. } Foot-ball.	1st Squad—Sports Practice, Cricket fielding and 2nd Squad— do. Do. & Gymnasium ..	Mr. Hide, K. S. Vajubha (S) ... ... } Morning. „ Cursetji, K. S. Vajubha (L) ... } Morning. „ Thákore, Mr. Cursetji. ... ... } Evening. K. S. Vajubha (L) Mr. Vevái. ... ... } Evening. „ Vajubha (S) „ Kavi. ... ... } Evening. Mr. Patel (Gymnasium.) ... ... } Evening.
Wednesday	Seniors—Tent pegging and Jumping. Juniors—Riding.	1st and 2nd Squads—Gymnasium and ... ... Foot-ball for all	Mr. Hide, Dafedár .... Morning. Mr. Hide, Mr. Kavi, Mr. Kazi. ... } Evening. K. S. Vajubha (Sáyla). ... ... } Evening. „ Vajubha (Láthi). ... ... } Evening. Mr. Patel (Gymnasium.) ... ... } Evening.
Thursday	Seniors— } Riding. Juniors— } Riding.	1st and 2nd Squads—Racquets, Tennis and Polo. 3rd and 4th Do.—Sports Practice, Cricket fielding and Gymnasium for 3rd.	K. S. Vajubha (L), Dafedár ....Morning. Mr. Hide, Mr. Cursetji, ... } Evening. „ Vevai, „ Thákore, ... } Evening. K. S. Vajubha (L).... ... ... } Evening. Mr. Patel and Mr. Mehta (Gymnasium) } Evening.
Friday	Seniors. } Foot-ball. Juniors. } Foot-ball.	1st 2nd and 3rd and 4th Squads—Cricket fielding and Sports practice. 4th Squads—Gymnasium...	Mr. Hide, K. S. Vajubha (L). } Morning. „ Cursetji „ „ Vajubha (L). } Morning. Mr. Thákor, Mr. Cursetji .. .. } Evening. „ Vevai, „ Kavi ... ... } Evening. K. S. Vajubha (S), K. S. Vajubha (L) } Evening. Mr. Mehta (Gymnasium) .... .. } Evening.
Saturday	Seniors—Riding Parade and Riding School ... Juniors— Do. Do. ...	3rd and 4th Squads—Gymnasium and Football for all.	Mr. Hide, Dafedár ... ...Morning. „ „ Mr. Kavi, Mr. Kázi. ... } Evening. K. S. Vajubha (S), K. S. Vajubha (L). } Evening. Mr. Mehta (Gymnasium) ... ... } Evening.
Sunday	Seniors. } Riding; Sword Exercise and Physical Juniors. } Drill.	1st and 2nd Squads—Tennis, Sports Practice ... 3rd and 4th Squads—Cricket fielding ..	Dafedár, K. S. Vajubha (L) ... ...Morning. K. S. Vajubha (S), K. S. Vajubha (L) } Evening. Mr. Kavi, Mr. Kázi .... } Evening. Mr. Cursetji .... } Evening.

ANNEXURE G.

STATEMENT showing the number of Kumárs following the Different Courses.

Class.	Number of boys in Class.	Science or Classical Languages.			Vernaculars.			Law, Political Economy, Revenue and Politics or Advanced Mathematics.		
		Science.	Classical Languages		Gujaráti	Maráti.	Urdu.	Law, Political Economy, Revenue and Politics.	Advanced Mathematics.	
			Sanskrit.	Persian.						
Deploma Class	5 (one ill)	5	...	...	2	2	1	3	2	
Second Class	7×1*	7	...	...	4	...	3	3	4	
Third Class	9	9	...	..	5	3	1	...	...	
Fourt Class...	4	4	...	...	4	...	..	...	..	
Fifth Class	3	3	..	...	3	...	...	...	...	
Sixth Class	10×1 $	...	...	...	10	...	...	...	...	
Total.....	38×2	28	...	...	28	5	5	6	6	

*Left College during term (not presented in the annual Examination).

$Joined just before Examination (not present).

REPORT

ON THE

RAJKUMAR COLLEGE,

RAJKOT.

For

1906-07.

No. 98 OF 1907-08.

From,

C. MAYNE Esquire, M. A.,

Principal, Rájkumár College.

To,

The AGENT TO THE GOVERNOR

in Káthiáwár.

Rájkumár College,

Rájkot, April 30th 1907.

SIR,

I have the honour to submit the Annual Report of the working of the Rájkumár College for the year 1906-1907.

The Staff.

2. Mr. P. Hide M. A., (Oxon) was Vice-Principal of the College until 7th July 1906 when he left to take up the appointment of Principal Daly College, Indore. He was succeeded by Mr. J. T. Turner M. A., (Cantab), who joined his duties as Vice-Principal on 11th August 1906.

During the year under report, the following two masters were confirmed in their respective appointments of 4th and 5th Assistant Masters, Messrs J. S. Vevái B. A., Bombay, and Kázi Syed Badiuzzaman M. A., Bombay.

Mr. R. D. Patel, 1st Assistant, was granted a year's extension of service.

Riding Master Rustamsing returned to his regimental duties with the Bhávnagar Imperial Service Lancers and his place was taken by Daffedár Rupsing of the same Regiment on December 1st, 1906.

There have been no other changes in the Staff during the year under report.

College Roll.

3. The number of Kumárs on the roll at the end of last year was 40. During the year 6 Kumárs left and 5 joined the College, leaving the total at the end of this year 39.

Withdrawals.

Annexure B gives the names of the six Kumárs who were withdrawn during the year, their ages, States, and the periods of their residence in the College. Two were withdrawn on account of their having obtained Diplomas one on account of ill-health, one on account of his father's ill-health, and two in order to be educated at the Tálukdári Girássia School, Wadhwán.

Admissions.

Annexure C gives the full particulars as to the five Kumárs who joined during the year. All these were within the prescribed limit of age.

Distribution of the College Roll.

The distribution of the College Roll is now as follows :—

(*a*) Káthiáwár States and Táiukás.

Bagasra	...	...	...	...	3
Mánávadar	...	...	...	...	1
Dhrol	...	...	...	...	2
Jetpur	...	...	...	...	2
Bilkha	...	...	...	...	1
Rájkot	...	...	...	...	1
Láthi	...	...	...	...	2
Pánch-Devda	...	...	...	...	1
Mália	...	...	...	...	1
Pál ...	...	...	...	...	1
Nawánia	...	...	...	...	1
Sáyla ...	...	...	...	...	2
Luni ...	...	...	...	...	1
Lodhika	...	...	...	...	1
Rájpara	...	...	...	...	1
Muli ...	...	...	...	...	1
Gadhka	...	...	...	...	1
Kothária	...	...	...	...	1
Shápur	...	...	...	...	1
			Total	...	26

(*b*) Rewá-Kántha Agency.

Rájpipla	...	...	...	...	2
Bálásinor	...	...	...	...	1
			Total	...	3

(*c*) Pálanpur Agency.

Rádhanpur	...	...	...	...	1
			Total	...	1

(*d*) Surat Agency.

Bánsda	...	...	...	...	2
Dharampur	...	...	...	...	1
Sachin	...	...	...	...	1
			Total	...	4

(*e*) Southern Marátha Country &c., States.

Sángli	...	...	...	...	2
Miraj (Junior)		...	...	...	1
Sávnur	...	...	...	...	1
Wái ...	...	...	...	...	1
			Total	...	5
			GRAND TOTAL	...	39

During the year the number attending the College from Káthiáwár have risen from 24 to 26; there has been a slight decrease from other recruiting Centres. The average cost of keeping a Kumár at this College being a good deal higher than at the other Chiefs' Colleges and the Status of the Kumárs being also considerably higher it is difficult to see how the numbers can ever approximate those at the other Colleges. I am of opinion that an increase in number up to 60 or 70 would be beneficial, as it would result in increased competition in work and play, and increased revenue. Nor would this necessitate much increase in the staff. With increased numbers this College could compete with the other Colleges on more equal terms than at present. At present the only means that I can see towards this end is the eventual amalgamation of the Tálukdári Girássia School, Wadhwán, with the Rájkumár College, a scheme that commends itself also to some of the Káthiwár Chiefs; but before it could be carried out we should require extra living quarters here and the question of a reduced scale of fees in some cases would require settling. Additional play-ground accommodation would be needed also.

The Ajmer Conference of 1904 agreed that this College should consider the whole of the Bombay Presidency as its recruiting ground; this being laid down, any eligible Kumár from Sindh should come to us. I am informed that at present there are Khairpur boys at the Aitchison College, Láhore.

There are at present six Mahomedans on the roll; out of a total of 39 this is a fair proportion, especially when it is considered that some of the more important Mahomedan States, such as Junágadh, Khairpur and Janjira, are not represented at all. Out of this six Kumárs, two are respectively Head-Boys and 2nd boy in the College classes, and three are well up in the Second Class.

Average numbers, ages and attendance.

4. The following table gives the daily average number on the College roll and the daily average number present for the last two years :—

	1905–06	1906–07.
Daily average number on Roll	39	38·6
Daily average number present	31	34·5

Annexure D contains a table giving the names of boys arranged according to their classes, ages, length of residence and attendance, and the maximum, minimum and average age in each class.

The general attendance is satisfactory. Only two boys have been absent without leave during the year and in both cases for less than a week. The number of boys who have been absent with leave and the number of days in which they have been absent is rather larger than usual: this is principally due to the severe and long illnesses of the fathers of 5 Kumárs which necessitated their sons' presence and to the illnesses of 3 Kumárs themselves.

The following table gives the average age of each class as compared with last year:—

	Diploma Class	II.	III.	IV.	V.	VI.
April 1906 ...	18·10	16·11	16·3	14·3	13·3	12·9
April 1907 ...	18·1	17·11	16·9	14·6	14·	13·1

Health.

5. The Medical charge of the College has been under the Agency Surgeon during the year, the College Hospital Assistant dealing with all the simpler cases and reporting to me on the health of the Kumárs every morning. The daily average number sick is ·8 as against ·17 last year. The Kumárs' general health is very satisfactory and there have been fewer cases of chills and ordinary fever. This I attribute principally to the fact that the Kumárs are made to put on their woollen sweaters immediately after exercise and to wear vests under their shirts. Chest complaints are very prevalent in India and these are very necessary precautions. There had been only one case of serious illness, that of K. S. Surajmal of Pál who is suffering from what looks like tuberculosis in the left lung. Another Kumár Narsinhdevji of Dharampur was laid up with a very obstinate attack of fever from which he has now completely recoverd. In case of infectious cases, from which the College has been happily free for many years, it is desirable to have a small hospital in the College grounds.

Finances.

6. The Budget Estimates for 1907-08, together with details of establishment, are given in Annexure E. These show an excess of expenditure over receipts amounting to Rs. 39,008–0–4 as against an actual excess for 1906-07 of Rs. 34,120–5–6. The reasons for these large excesses is that so far this College has not received any grant from the Government of India, to cover the increased cost of establishment.

I have just been informed demi-officially that the Government of India grant to this College has now been settled at Rs. 24,966 per year with arrears for the last three years calculated on the difference between actual expenses of establishment and the cost of the establishment before the staff was reorganized. When official information with regard to the grant reaches me fresh Budget Estimates for 1907-08 will probably be required, but I fear that they will not be ready in time to incorporate them with this report, which is due this month. On receipt of the information from Government as to the question of grant a supplementary statement can be issued when the States' Kárbháris have approved the estimates. If after the salaries of the Staff are paid there should remain any surplus in the Government of India grant I should like to urge the necessity of an additional master being appointed on the staff. Owing to the number of subjects contained in the diploma curriculum we are at present understaffed and have to avail overselves of the Wing Masters' assistance in the lowest classes. They are not teaching masters and are not paid for this extra work, and neither of them is really qualified to teach. The additional master, if funds are available and one is sanctioned, need not be pensionable, at all events at first.

Income and Expenditure.

A detailed account of the Income and Expenditure of the Rájkumár College for 1906-07 is given in Annexure F.

N. B.—The items under receipts enteredas Provincial Treasury Rs. 25,438-7-8 refers to money advanced by Government's sanction to the College owing to no grant having been received from Government for 1906–07. The item "College Funds" 8,661-13-10 refers to money withdrawn from the College Endowment Fund to help pay expenses in the absence of any Government grant, and before the Agent to the Governor was authorized by Government to advance money from other sources. I am of opinion that this sum of Rs. 8,661–13–10 should be refunded to the College Endowment Fund with the interest it would have produced since it was withdrawn, and in this connection I would refer you to my No. 582 of 9–12–06.

Up to the present no grant from Government has been received so there is no expenditure to record.

Expenditure from Imperial Funds.

There is no special expenditure of this nature that is not mentioned in Annexure F.

Expenditure by the States.

Nil. In this connection I would refer you to my No. 855 of 17-12-1906 submitting Budget Estimates for 1907-08, para 3. The Endowment Fund only yields an interest of Rs. 14,430 a year, and it would be a good thing if Kumárs, whose States can afford it, contributed to the Fund on leaving the College.

Addition to the Endowment Fund.

The amount of fees received from Kumárs for 1906-07 was Rs. 28,563-14-9. I regret to say that the fee receipts are steadily decreasing, owing to the fewer number of Kumárs from 1st and 2nd Class States attending the College than there were formerly, and the number of Kumárs who, owing to the hard times, are allowed to pay half the lowest fee, *i. e.* Rs. 25 per mensem. As long as 1st and 2nd Class States are so poorly represented our income from fees will remain low. With the exception of this we have practically no source of revenue save the Government of India Grant, which I understand is to be nearly Rs. 25,000 per annum, the interest on the Endowment Fund being quite rightly in my opinion, added to the capital, owing to the smallness of the latter, every year. Consequently in view of the great increase in the cost of the Staff and of the necessity of keeping ourselves up to the best of modern requirements and of competing with the other Chiefs' Colleges, there will be for sometime to come an annual deficit to be defrayed by the States.

Fees.

We have no Athletic Fund, provision being made in the Budget for the purchase of games' accessories &c. There is no 'Book, play and Medical Fund' as at the Mayo College, Kumárs paying for their Books as they require them and there being an annual grant for the purchase of medicines &c., for the College Dispensary. The latter grant amounts to Rs. 200 a year and is rarely found sufficient for our wants in this respect.

Athletic Fund.

There is no Temple or Mosque belonging to the College, Kumárs visiting those in the vicinity.

Temple Fund.

7. During the year there have been no improvements on a large scale though a number of small ones have been carried out. Owing to the kindness of a past Kumár, K. S. Fatehdinkhán of Mánávadar, the College has been provided with a new flag, and the Mahomedan Mess has been supplied with furniture and table plate. The same Kumár also supplied us with some new garden implements. I have just had a present of money from K. S. Indrasinhji of Bánsda for repairs to the Billiard Table.

Improvements made and projected gifts.

His Highness the Jám Sáheb of Jámnagar has given Rs. 5,000 to clear off the debt on the Bath and promised to pay for its completion. The Agency Engineer is already putting the work in hand and the Bath, which will be called 'The Ranjitsinhji Swimming Bath' should be in use in a few months. It will be a handsome addition to the College Buildings and is designed by Mr. H. S. Davies, Agency Engineer, Káthiáwár, who also built the Waddington Gymnasium.

Swimming Bath.

During the year we received from Government a copy of Luke Fildes portrait of His Majesty, which is now hanging in the College Hall. We are also promised a portrait of Her Majesty the Queen Empress.

Portrait of H. M. the King Emperor.

Engravings of T. R. H. The Prince and Princess of Wales

To commemorate the Kumárs' having ridden in their escort in Bombay, Their Royal Highnesses, The Prince and Princess of Wales have presented engravings of their likenesses to the College.

Prizes.

An Officer's Cup has been presented by Mr. P. Hide, late Vice-Principal at this College, now Principal of the Daly College, Indore, to be awarded each year to the smartest of the four Squadron Officers. Another cup has been presented by K. S. Abdul Magidkhán for the best rider in the Junior Parade.

Two Cups were presented by the Minor Thákor Sáheb of Rájkot for a Kumár's Race at the last Káthiáwár Race Meeting.

Laboratory appliances.

8. *Requirements*—The teaching of chemistry being included in the new curriculum as an alternative to a second language and being so far invariably selected in preference by the Kumárs. Money is much needed to bring our Laboratory up to date. I understand that Mr. Hesketh, who lately inspected the Mathematics and Science of the College, is making a special report on the subject, so will say nothing more about it until his report is received.

Library.

Owing to want of funds and a reduction in the grant we cannot afford to purchase any new books, even those that will be helpful to the Staff in their teaching.

Garden.

Additional labour is badly wanted for the College Garden, which might in this way be made far more remunerative than at present. Funds are also badly required for the employment of a really good Head-Gardener, who knows enough to act on his own initiative. Such a man might be got from Delhi I think, if he were sufficiently well paid–say Rs. 25 per mensem.

Sanitarium.

The need for this has been mentioned above.

Racquet Court.

Repairs are sadly needed for the Racquet Court.

Vice-Principal's House.

A new porch and servants' quarters are urgently required.

Lighting.

The present arrangements for lighting the wings and quadrangle are very inadequate.

Fire Insurance.

A grant is much needed for insuring the College Buildings and their contents against fire.

School Work. Recognition of Diploma by Universities.

9. Unfortunately the Bombay University cannot see its way to recognizing the Diploma as equivalent to the Matriculation Examination, though the Punjáb and Alláhbád Universities do so recognizing it. The objection raised is that none of our Diploma Candidates has so far taken a second language, selecting Chemistry as an alternative according to the provision of the curriculum.

Curriculum for 1906-07.

The course of studies for the year followed the lines laid down at the March 1904 Conference. It is given in Annexure G together with the Time Table and a table showing the number of boys following the different courses. Now that we have had two or three years experience of the curriculum, I have no hesitation in saying that it is too extensive. The Kumárs have barely time to cope with the large amounts of English History, Mathematics, Chemistry,

Vernacular &c. prescribed, let alone the new and special subjects of Political Economy, Law and Land Revenue which have been added. These special subjects are with the exception of Law entirely new to them and the amount of progress they can make in the limited time available for them is small indeed. I believe the other Principals are finding the same difficulties as I am in this respect. I may add also that this opinion is also shared by the present Director General of Education, who recently inspected this College. It would need another conference to discuss and sanction any modification in the curriculum, which is far too ambitious and extensive, and, so far, at all events in the special subjects, leads only to a mere smattering of knowledge.

Distribution according to classes.

The distribution of boys according to classes was as follows:—

Diploma Class.	„	„	4 boys.
Class II	„	„	10 „
Class III	„	„	4 „
Class IV	„	„	8 „
Class V	„	„	6 „
Class VI	„	„	7 „
	Total	...	39 „

Half yearly Examination.

In December last a half yearly or terminal Examination was held by the College Staff, when all the Kumárs attending the College were examined, with satisfactory results. Prizes are given in connection with the April or Annual Examination.

Annual Examination.

The Annual Examination was held between the 9th and 18th of April under the direction of Mr. Giles, C. I. E., officiating Director General of Education in India and Inspector of Chiefs' Colleges, who was assisted by Mr. Hesketh, Inspector of European Schools, Bombay. The subjects for Examination were the same as last year and the papers set to the Diploma Class are given in Annexure H. This year we presented no candidate for Diploma. Three of the 4 Kumárs in the Diploma Class obtained Diplomas last year, and it was considered desirable to send the 4th in for his Diploma next year, when he should get honours in more than one subject. Mr. Giles, who inspected the College in March 1907, agreed with me in not presenting any Kumár this year, but thought with me also that the Kumárs might do the papers set to the Diploma candidates from other Colleges. This therefore was done. The results have not yet come in from the examiner Mr. Hesketh, who is to submit all the papers for final examination by Mr. Giles, but we were allowed to assign marks to the papers ourselves, before sending them on, for our own satisfaction and in order to be able to place the Kumárs relatively at the end of the School year. It was necessary also to place them in class order on account of the Prizes which have to be ordered from England this month, in order to be ready for the Prize Giving early next term. As far as I know Mr. Giles will issue a report on the conclusion of his examination, showing how each College did in the Diploma class papers, which will no doubt be circulated. Copies of this can thus be made for the information of the Members of the College Council and Chiefs and parents of Kumárs.

The foregoing will show why the results of Mr. Giles and Mr. Hesketh's Examinations are not contained in this report. A thorough Examination of all classes in all subjects was conducted and the results with the awards of Prizes are given in Annexure I. In all classes the work done during the year as well as that done in the Annual Examination has been taken into account in awarding Prizes.

Diploma Class Results.

According to our marking of the papers all 4 Kumárs passed in all subjects, and the average percentage of marks in all subjects gained by the class was just short of 60.

Summary of Results of Examination.

The following is a summary of the results of the Examination in all the classes:—

Class.	Number of boys in classes.	Number examined.	Number passed in all subjects.	Number failed in one or more subjects.
Diploma Class ...	4	4	4	...
Class II ...	10	9	3	6
„ III ...	4	4	3	1
„ IV ...	8	7	6	1
„ V ...	6	6	6	...
„ VI ...	7	7	4	3
Total ...	39	37	26	11

Altogether 26 out of 37 boys examined, passed in all subjects, the percentage of passes being 70. Of the 11 who failed to pass in every subject, 3 failed in Mathematics only, 4 in English only, 2 in Science only, 2 in Páthmála only. Only 1 failed in two subjects.

Inspection.

Mr. Giles who is acting as Inspector of Chiefs' Colleges, examined each Class orally in March last, and Mr. Hesketh in Mathematics and Science. These gentlemen also saw the Kumárs at their various games and exercises. So far no report of the Inspection has been received but I fancy that the Report which deals with the Examination will deal with the Inspection also.

Curriculum for 1907-1908.

The curriculum for next year will be based on that of the past year pending the arrival of special instructions on the teaching and courses of Mathematics and Science from Mr. Hesketh; the curriculum cannot be published in time for this report. Generally speaking there will be practically no change except in the directions above indicated and in the reading Books and some of the text books to be read in the classes.

Great difficulty is found in selecting text books on Political Economy and Land Revenue.

Post-Diploma Courses.

With regard to this subject, which I see is dealt with at length in the Mayo College Report for 1905-06, I may be allowed to say that the conditions obtaining in the two Colleges are to a certain extent dissimilar. At the Mayo College the Kumárs who will be Chiefs in time are in a great minority, the bulk of those attending the College being "younger sons and small Jágirdárs who should make their own way in the world." (I am quoting from the report above mentioned). At Rájkot at the present moment quite half the Kumárs will in time have Estates to manage: and the majority of the remainder will not be under the necessity of making their own living. Far the few who will have to find for themselves there is no need of a Post-Diploma Course leading to a University Degree at present, they being all young; even if there were any need, the Bombay University will not accept our Diploma, and no Kumár who cannot get a Diploma could aspire to a Degree: consequently any Kumár wishing for a Degree in the future will have to join the Punjáb or Allahábád Universities, a course which, in addition to the initial difficulty of a change of vernacular would, I fancy, be fraught with many others. This subject may be dismissed for the present as far as this College is concerned.

With regard to a Post-Diploma Course for future Chiefs, I am at variance with the Principal of the Mayo College. To begin with, in my opinion these Colleges are Schools and should remain so. There are many objections to Kumárs remaining at them after completing their school course. Such Kumárs would be presumably grown up young men, who would demand more liberty and freedom from control and many complications would arise. Secondly, I do not think that such a scheme would be justified by result. In learning administration work an ounce of practice is worth a pound of theory, and I fail to see what chance of seeing practical administration Kumárs would have by remaining for a Post-Diploma Course at a Chiefs' College. Practical instruction in the work of governing, is outside the scope of these Colleges, which if they give a sound and liberal and to a certain extent special education, have fulfilled the object with which they were founded. In my opinion they can do no more than this. The object of instructing a young Chief in administration would be far more effectively gained by attaching him, when he leaves the College to his Political Agent or Administrator. By this I mean that he should for the greater part of the year be constantly with his Political Agent or Administrator, travel in the districts with him, attend his Court and see with his own eyes how the work is carried on. Gradually small duties might be entrusted to him and all through this training he should be made to understand that the time of his being given his powers solely depends on the aptitude he shows and on his own keenness to make himself efficient. All this would entail a large amount of work on the Political Agent, but it would ensure the young Chief being constantly and profitably employed when he has left the College. The Cadet corps seems to me a waste of time for a young Chief, and in my experience, when sent there they are always trying to get away from it, realizing that what they learn there does not help them towards getting their Gádis. I have known more than one case of this kind. If the duty that I have referred to above is too heavy for Political Agents in addition to their own work, some specially selected Officer might be appointed by Government for the task of instructing young Chiefs in practical administration: the details of the course of instruction could be discussed hereafter: all I would say here is that the Kumárs should live with him and that in the touring season he should take them into the districts and attach his camp to those of the Political Agents in turn. In this

way the boys would acquire a good deal of experience and they would feel that they were really being trained to become Rulers.

Religious Instruction.

10. The arrangements remain the same as last year. The Hindu Kumárs' prayers are conducted privately in their own rooms and the Shástri lectures every Sunday afternoon. The Kázi conducts the Mahomedan Kumárs' prayers at stated hours daily and lectures on Sundays. As before mentioned the College has no temple or mosque of its own. The Kumárs attend those in the vicinity on stated occasions.

Out-door Life.

11. All games have been keenly played and the Vice-Principal and some of the Assistant Masters have rendered great assistance in this direction.

Cricket.

In all 13 matches were played by the Kumárs. We do not play any matches in which the staff assists the Kumárs. Of these, 4 matches were won, 3 were drawn and 6 were lost. K. S. Ráningwála of Jetpur made an excellent Captain. The Rájkot challenge shield was won by the South Wing.

Football.

In all 6 matches were played of which 4 were won, 1 lost and 1 drawn. The Mánávadar Challenge Cup was won by the North Wing. Football continues to be the most popular game here and owing to the influence of the College is spreading in Káthiáwár.

Athletic sports.

The competition for the Kennedy Challenge shield was held in April when the South Wing easily defeated their opponents living in the North Wing. They gained 122 points to the North Wing's 57. Ahmedkhán of Sachin made a very good throw of 97 yards 2 feet with the Cricket ball.

Inter College Tournaments.

These have been none this year. We had been kindly invited to the Mayo College in December last, but were unable to go as our annual "Old Boys' Gathering" came in the way.

Inter Wing Tournaments.

As before mentioned there have been Cricket, football and athletic Tournaments, which have all been marked by keenness and healthy rivalry. I am glad to say that there have been no examples of an unsporting spirit.

Tennis Matches.

These have been played between the Kumárs and the Tálukdári Girássia School, Wadhwán, and the old Boys. The general standard of tennis is very fair.

Mounted Cadet Corps.

The following have been the officers for the year. K. S. Gulám Jiláni of Wái, Squadron Commander, K. S. Viráwála of Bagasra and Mádhavráo of Miraj, right and left Troop Leaders, and K. S. Abdulmajidkhán of Sávnur, Adjutant. The Squadron has done escort duty twice during the year, once escorting His Highness the Máhárájáh of Idar on his visit to the College, and on the second occasion escorting Mr. Giles, C. I. E, Director General of Education, when he inspected us last month. In March the Squadron took part in some manœuvres with the Káthiáwár Imperial Service Cavalry, under the direction of Captain Adams, Inspecting Officer. They are instructed by Daffedár Rupsingh of the Bhávnagar Imperial Service Cavalry. They have maintained their reputation for tent-pegging. During the year K. S. Ranjitsinshji of Bária, an old boy, won the Salmon cup at the Gujarát cup pig-sticking meeting.

A time table of out-door exercises is given in Annexure J. This necessarily varies owing to season and circumstances.

Boarding Houses.

12. The arrangements are the same as last year, the Kumárs living in the North and South Wings of the College quadrangle. There is a Wing Master who has quarters in the middle of each wing, and is always there at night and at stated hours in the day. He is materially assisted in keeping order by the officers (monitors) two of whom live in each wing. The Mahomedan and Káthi Messes remain the only ones, but I am in hopes of starting a small Rajput Mess next term, which I hope will gradually increase. I have obtained the assent of some Rajput Chiefs, who have sons at the College, to take this step. Supplies to Kumárs are paid for at Nirakh rates which are sent to us every month and no Kumár can purchase any extra without sanction. The present accommodation is more than large enough for the existing numbers, but should the numbers at any time largely increase, as they would do if the Tálukdári Girássia School Wadhwán, could be amalgamated with this College, new living quarters would have to be added.

Conduct.

There has been only one case of serious misconduct during the year, and the general tone of the Kumárs has been satisfactory. I attribute this a good deal to the influence of the senior Kumárs.

Imperial Cadet Corps.

13. K. S. Gulám Jiláni of Wái joins the corps. He took his Diploma with Honours last year, has been Head Boy this year, Captain of Football, a member of the Cricket XI and Squadron Commander, and will be much missed. A nomination was also obtained for K. S. Ahmedkhán of Sachin, but I am now informed that the Political authorities wish him to spend another year at the College before joining the Imperial Cadet Corps.

Other noteworthy Events.

14. *Annual Prize Giving*—This took place in July last year when the Prizes were presented by P. S. V. FitzGerald, Esquire, C. S. I, Agent to the Governor in Káthiáwár. The usual recitations were given, and the work of the College *for the last year was reviewed by the Principal. Diplomas* were awarded for *the first time to 7 Kumárs and Mr. FitzGerald* ended the proceedings with an encouraging speech. There was a large audience, amongst them, several past Kumárs, of whom there would have been more, had we not been obliged owing to the heavy rains to defer the "Old Boys' Gathering", which had been fixed for the same time.

Council.

There has been no meeting of the College Council for the year. Now that the Government of India has settled the question of the Annual Grant it is hoped that a meetig will be held in the Rains.

Old Boy's gathering.

This was held in December last and nearly 30 past Kumárs revisited their old College. The usual competitions in cricket, football, tennis, shootings and tent pegging took place, and all the European Residents in Rájkot were present. The past Kumárs were entertained by the staff at a party in the College Hall. It is very gratifying to note that these annual gatherings are increasingly successful.

Distinguished visitors.

During the year among others the following distinguished visitors have been to the College. His Highness the Mahárájáh of Idar, Lord Hawke, His Highness Jám Sáheb Ranjitsinhji, W. Priestly, Esq. M. P. for Grantham, and Surgeon-General Greany.

Installation of the Jám Sáheb of Jámnagar and the Nawáb Sáheb of Rádhanpur.

In March all the Kumárs were invited to Jámnagar to witness the installation of His Highness Jám Sáheb Ranjitsinhji and spent a most enjoyable three days there. The selection of our famous past Kumár K. S. Ranjitsinhji as Jám Sáheb has caused unbounded gratification in the College where he has always been a great favourite, and whose best interests he has at heart. In proof of this I need only mention that within a month of his installation he has paid all the debt on the Swimming Bath, and undertaken to complete it. In his honour we propose to name the Bath "The Ranjitsinhji Swimming Bath".

The Nawáb Sáheb of Rádhanpur has also been installed during the year as the date of installation was rather hurriedly settled no Kumár from the College was able to be present to convey him our congratulations.

Obituary.

During the year the College has lost 2 distinguished former students. His Highness Jám Sáheb Jasáji of Jámnagar, who died rather suddenly at an early age in August last after having ruled for only 3½ years, and His Highness the Thákor Sáheb of Limbdi, K. C. I. E., who died recently at Mahábaleshwar, where he had gone for the inprovement of his health. Both of these Chiefs were keen supporters of the College and their loss will be deeply felt.

15. In conclusion I have only to thank the Staff for their loyal support and hearty co-operation during the year, and for the untiring energy they have continued to display, whereby the life of the Kumárs here is made instructive, interesting and happy. In Mr. Hide's preferment to Indore, the College lost an admirable Vice-Principal, and one who by his sterling qualities secured general affection and respect. But our loss is Indore's gain and we are fortunate in having obtained Mr. J. T. Turner as his successor, who in the short time he has been here, has already justified his selection. The co-operation of the Staff is an important factor in the success of the College, and in this respect I would particularly mention my two Senior Assistants, Messrs Patel and Thákor, who have been always ready to give me the benefit of their wide experience and ripe judgment.

I have the honour to be,

Sir,

Your most obedient servant.

C. MAYNE,

Principal, Rájkumár College.

ANNEXURE A.—List of the College Staff.

ANNEXURE B.—Withdrawals.

ANNEXURE C.—Admissions.

ANNEXURE D.—List of Boys arranged according to classes, age, length of residence and attendance, maximum, minimum and average of classes.

ANNEXURE E.—Budget Estimates for 1907-08 and details of Establishment.

ANNEXURE F.—Statement of Income and Expenditure.

ANNEXURE G.—Schedule of work done in 1906–07, class Time Table and Table of Boys following different courses.

ANNEXURE H.—Papers set for Diploma Examination.

ANNEXURE I.—Detailed results of the Annual Examination.

ANNEXURE J.—Time Table of out-door exercises.

ANNEXURE K.—Daily routine with Time Table.

ANNEXURE A.

List of the College Staff.

C. Mayne, Esquire, M. A.	*Principal.*
J. T. Turner, Esquire, M. A.	*Vice-Principal.*

Native Assistants.

Mr. Rustamji Dhanjibhái Patel, F. E. A.	*1st Assistant.*
,, Balwantrái Kalyánrái Thákore, B. A.	*2nd Do.*
,, Nánálál Dalpatrám Kavi, M. A.	*3rd Do.*
,, Jehángir Sorábji Vevái, B. A.	*4th Do.*
,, Badiuzzamán H. Kázi, M. A.	*5th Do.*
,, Ichháshankar Prabháshanker Mehta. P. E.	*6th Do.*
,, Cursetji Dosábhái	*Wing Master.*
K. S. Vijaysinh V. Jhálá	*Do.*
Mr. Prabhudás Jethálál Párekh	*Clerk and Librarian*

Medical Officer.

College Surgeon	*Agency Surgeon.*
Mr. Keshav Bábáráo Divatia	*Hospital Assistant.*

Drawing and Music.

Mr. Jayáshankar V. Vyás	*Music Master*
,, Usmán Bachal	*Drawing Master.*

Riding Master.

Daffedár Rupsing	*Bhávnagar Imperial Lancers.*

Cricket Coach.

K. S. Vijaysinh V. Jhála.

ANNEXURE B.

Withdrawals during the year 1906-07.

No.	Names of boys.	Ages. Years.	Ages. Months.	States to which they belong.	Period of their stay at the College. Years.	Period of their stay at the College. Months.
1	Meherban Rámráo Amritráo Dafle, Chief of Jath.	20	3	Jath. S. M. C. ...	3	$2\frac{1}{3}$
2	Kumár Shri Fatehsinhji Sámatsinhji of Dhrol	14	$6\frac{3}{4}$	Dhrol	2	$5\frac{1}{4}$
3	Kumár Shri Nársinhji of Dhrol ...	11	$8\frac{3}{4}$	Dhrol	2	$5\frac{3}{4}$
4	Kumár Shri Vithalráo of Aundh ...	17	$8\frac{1}{2}$	Aundh	...	$8\frac{1}{2}$
5	Kumár Shri Laxman Wála of Bilkha...	21	$2\frac{1}{3}$	Bilkha	10	$4\frac{1}{3}$
6	Kumár Shri Indrasinhji of Bánsda ...	18	$1\frac{3}{4}$	Bánsda	6	$3\frac{3}{4}$

ANNEXURE C.

Admissions during the year 1906-07.

Number.	Names of Boys.	Names of Parents.	States from which they come.	Date of joining.	Ages at the time of joining.		Remarks.
					Years.	Mon.	
1	Kumár Shri Karansinhji	Kumár Shri Madársinhji of Sáyla	Sáyla	11-6-1906 ...	15	1	
2	Kumár Shri Kanaksinhji	Kumár Shri Madársinhji of Sáyla	Sáyla	11-6-1906 ...	15	1	
3	Kumár Shri Shivsinhji...	Kumár Shri Pratápsinhji of Kothária	Kothária ...	1-12-1906 ...	11	7	
4	Kumár Shri Amráwála...	Darbár Shri Vájsurwála of Bagasra	Bagasra	8-12-1906 ...	11	8	
5	Kumár Shri Jiwansinhji	Kumár Shri Pratápsinhji of Kothária	Kothária ...	14-2-1907 ...	9	2½	

ANNEXURE D.

List of Boys arranged according to classes, ages, length of residence and attendance, maximum, minimum and average age of classes.—1906-07.

Names.	Age on 31st March 1907.	How long resident in College.	ATTENDANCE FROM 1ST APRIL 1906 TO 31ST MARCH 1907.				Maximum, minimum and average Age of Classes.
			Present.	Absent with leave.	Absent without leave.	Total.	
DIPLOMA CLASS.	Y. M. D.	Y. M. D.					
K. S. Gulám Jiláni of Wái	18-8-4	6-7-22	191	13	...	204	19-2
,, ,, Abdulmajidkhán of Sávnur ...	16-5-26	6-7-1	204	...	...	204	16-5
,, ,, Viráwála of Bagsra	19-2-2	10-4-22	204	...	...	204	18-1
,, ,, Mádhavráo of Miráj (Jr.)... ...	18-0-17	4-2-2	204	...	...	204	
CLASS II.							
K. S. Vithalráo of Sángli	15-7-14	3-9-7	204	..	..	204	19-10
,, ,, Kamáludinkhán of Mánávadar ...	18-4-13	10-2-27	204	...	...	204	15-7
,, ,, Chintámanráo of Sángli	17-1-18	3-9-7	201	3	...	204	17-11
,, ,, Jaláludinkhán of Rádhanpur ...	18-0-0	10-2-5	176	28	...	204	
,, ,, Umedsinhji of Dhrol	19-10-10	6-8-30	199	5	...	204	
,, ,, Dipsinhji of Dhrol	16-9-22	6-8-30	199	5	...	204	
,, ,, Ráningwála of Jetpur	17-10-5	7-4-18	165	34	5	204	
,, ,, Bhánwála of Bilkha...	19-0-13	10-4-7	201	3	...	204	
,, ,, Ahmedkhán of Sachin	19-7-3	3-8-4	177	27	...	204	
,, ,, Vijaysinhji of Rájpipla	17-2-1	6-2-11	112	92	...	204	
CLASS III.							
K. S. Prákramsinhji of Nándod	17-7-30	6-2-25	197	7	...	204	18-9
,, ,, Rámwála of Bagasra	15-5-28	7-4-19	204	...	...	204	15-2
,, ,, Gagubha of Rájkot	18-9-0	1-3-8	204	...	...	204	16-9
,, ,, Narsinhdevji of Dharampur ...	15-2-8	6-9-27	110	94	...	204	
CLASS IV.							
K. S. Pratápsinhji of Láthi	15-11-11	6-7-18	188	16	...	204	16-3
,, ,, Gagubha of Pánchdevda	13-4-24	6-1-0	203	1	...	204	12-0
,, ,, Joráwarsinhji of Láthi	15-8-11	6-7-20	204	...	...	204	14-6
,, ,, Bháratsinhji of Mália	12-5-17	3-4-14	160	44	..	204	
,, ,, Kánthadwála of Jetpur	16-3-7	4-0-28	178	20	6	204	
,, ,, Surajmal of Pál	14-1-12	4-9-23	81	123	...	204	
,, ,, Pravinsinhji of Bánsda	16-1-6	5-4-11	155	49	...	204	
,, ,, Amráwála of Bagasra	12-0-1	0-3-23	101	...	...	101	
CLASS V.							
K. S. Punjáwála of Navánia	15-4-6	2-4-14	203	1	...	204	17-3
,, ,, Kanaksinhji of Sáyla	15-10-20	0-9-19	192	1	...	193	11-5
,, ,, Jamiatkhán of Bálásinor	12-4-22	2-4-17	194	10	...	204	11-0
,, ,, Amráwála of Luni	11-4-4	3-2-7	204	...	...	204	
,, ,, Dánsinhji of Lodhika	17-5-25	2-8-13	198	6	...	204	
,, ,, Natwarsinhji of Bánsda	11-9-7	1-4-9	136	68	...	204	
CLASS VI.							
K. S. Karansinhji of Sáyla	15-10-20	0-9-19	193	...	...	193	18-7
,, ,, Prathiráj of Rájpura	16-7-17	2-8-3	144	60	...	204	7-8
,, ,, Prabhátsinhji of Sháhpur	12-5-0	1-3-24	188	16	...	204	13-1
,, ,, Harichandrasinhji of Muli	7-8-15	1-0-16	203	1	...	204	
,, ,, Ajitsinhji of Gadhaka	18-7-5	3-3-25	195	9	...	204	
,, ,, Shivsinhji of Kothária	11-10-5	0-4-0	102	7	...	109	
,, ,, Jivansinhji of Kothária	9-4-2	0-1-14	46	...	...	46	

ANNEXURE

RÁJKUMÁR COLLEGE

RECEIPTS.

Item No.	Particulars.	Actual receipts for 1905–1906.	Estimated receipts for 1906–1907.	Estimated receipts for 1907–1908.	REMARKS.
1	Opening Balance.	11,753 13 8	11,753 13 8	11,753 13 8	
2	Fees from Kumárs	28,134 11 8	32,000 0 0	30,000 0 0	
3	Garden Receipts	216 10 8	200 0 0	.....	
4	Miscellaneous Receipts. ...	74 3 6	30 0 0	30 0 0	
5	Contribution towards Accountant's pay.	258 6 8	330 0 0	350 0 0	
6	Interest of the following Endowments :—				
	Sir James Ferguson Medal 174 9 0				
	Macnaghten Medal 174 9 0				
	Diamond Jubilee Prize 174 9 0				
	Gondal Prize 87 4 6				
	Macnaghten Music Prize 17 7 4				
		628 6 10	628 6 10	628 6 10	
7	Amount paid from the Endowment Fund	5,897 4 1	.....	.....	
8	Amount of the Government Grant-in-aid	.....	33,851 4 8	22,076 8 4 *	*Salary to staff for the year 1907–08. Rs. 55,063-8-6
9	States' liability	.....	.....	16,931 8 0	Less— Sanctioned staff 1904. Rs. 30,144-8-0 Principal's 3 increases of Rs. 50 a year since then Rs. 2,362-8-0 Music and Drawing not sanctioned by the Kárbháris Rs. 480-0-0 — 32,987-0-0 G. G. required. Rs. 22,076-8-4 — 55,063-8-4
	Total Rs.....	46,963 9 1	78,793 9 2	81,770 4 10	

E.

BUDGET 1907-08.

DISBURSEMENTS.

Item No.	Particulars.	Actual charges for 1905-1906.	Estimated charges for 1906-1907.	Estimated charges for 1907-1908.	REMARKS.
1	Salary to College staff ...	20,799 7 1	50,412 10 0	52,006 0 4	
2	Pension contribution to Do. ...	1,004 6 10	2,779 2 8	3,057 8 0	
	Increase to H. Assistant ...	.....	*120 0 0*	*120 0 0*	
3	Contingencies	1,499 14 8	1,500 0 0	1,500 0 0	
4	Water charges	900 0 0	900 0 0	900 0 0	
5	Garden establishment	822 11 3	918 0 0	774 0 0	
	Do. do.	.....	.....	*144 0 0*	
6	Do. contingencies	733 3 3	726 0 0	726 0 0	
	Do. do.	.....	.....	*200 0 0*	
7	Conservancy establishment ...	616 0 0	672 0 0	672 0 0	
8	Do. contingencies ...	319 14 10	320 0 0	320 0 0	
9	Library and Prizes	163 12 0	200 0 0	200 0 0	
	Do. do.	.....	.....	*200 0 0*	
10	Play Ground and Gymnasium...	833 0 4	800 0 0	800 0 0	
11	Medicines	200 0 0	200 0 0	200 0 0	
12	Repairs to buildings	2,489 0 7	2,500 0 0	2,500 0 0	
13	Engraving marble slab ...	42 14 0	50 0 0	50 0 0	
14	Sir James F. Medal	174 9 0	174 9 0	174 9 0	
15	Macnaghten Medal	174 9 0	174 9 0	174 9 0	
16	Diamond Jubilee Prize ...	174 9 0	174 9 0	174 9 0	
17	Gondal Prize	87 4 6	87 4 6	87 4 6	
18	Macnaghten Music Prize ...	17 7 4	17 7 4	17 7 4	
19	College Quota towards Mr. Turkhud's pension.	1,030 1 1	732 3 0	732 3 0	
20	Do. towards Mr. Dave's Pension.	.....	116 1 0	116 1 0	
21	Do. towards Mr. Cawasji's ...	.....	158 2 0	158 2 0	
22	House rent to Hos. Assistant ...	.....	36 0 0	36 0 0	
23	*Gymnastic Teacher*	.....	*240 0 0*	*240 0 0*	
24	*Billiard Room floor*	.....	*200 0 0*	*200 0 0*	
25	*Repairs to Vice-Principal's Bungalow*	3,126 14 8	.....		
	Porch ... *Rs. 700 0 0*			.....	
	Servant's quarters ... *Rs. 1,200 0 0*				
	Bhangis room Rs. 350 0 0				
	Supdt. charges Rs. 281 2 0				
		.....	*2,531 2 0*	*2,531 2 0*	
26	*Lights for the Hall Wonder Lamps.*	.....	.....	*125 0 0*	
27	*Fire Insurance of the College Buildings.*	.....	.....	*400 0 0*	
28	*Purchase of a pair of bullocks for the garden.*	.....	.....	*80 0 0*	
29	*Purchase of a Shamiána* ...	.....	.....	*400 0 0*	
30	Laboratory requisites	.....	300 0 0	.....	
	Total Rs. ...	35,209 11 5	67,039 11 6	70,016 7 2	
	Closing Balance Rs. ...	11,753 13 8	11,753 13 8	11,753 13 8	
	Total Rs. ...	46,963 9 1	78,793 9 2	81,770 4 10	

C. MAYNE,
Principal, Rájkumár College.

RÁJKUMÁR COLLEGE RÁJKOT, 1907-08.

Name.		Salary.	Pension Contribution.	Extra Compensation.
Principal		13,900 0 0	3,475 0 0	868 12 0
Vice-Principal		6,891 10 8	1,722 14 8	430 11 0
		20,791 10 8	5,197 14 8	1,299 7 0
1st Assistant		3,750 0 0	625 0 0	
2nd Do.		3,150 0 0	525 0 0	
3rd Do.		2,575 0 0	429 2 8	
4th Do.		1,580 0 0	263 5 4	
5th Do.		1,660 0 0	276 10 8	
6th Do.		1,800 0 0	300 0 0	
Wing Master		1,500 0 0	250 0 0	
Do.		1,500 0 0	250 0 0	
Clerk and Librarian		830 0 0	138 5 4	
Cricket Coach	75×12	900 0 0		
Hospital Assistant	30×12	360 0 0		
Do. do.	*10×12*	*120 0 0*		
Farrier	25×12	300 0 0		
Riding Master	15×12	180 0 0		
Shástri	15×12	180 0 0		
Kázi	15×12	180 0 0		
Music Teacher	20×12	240 0 0		
Drawing Teacher	20×12	240 0 0		
Surgeon	100×12	1,200 0 0		
Jamádár	15×12	180 0 0		
Muccadum	12×12	144 0 0		
8 Peons	4×9×12=432 4×8×12=384	816 0 0		
9 Hamáls	9×9×12	972 0 0		
5 Pagees	5×8×12	480 0 0		
	Total Rs. ...	45,628 10 8	3,057 8 0	1,299 7 0

ANNEXURE

Statement showing the Income and Expenditure

Receipts.				Estimated Receipts 1906-07. Rs. as. ps.	Actual Receipts 1906-07. Rs. as. ps.
Opening Balance				11,753 13 8	11,753 13 8
Fees from Kumárs				32,000 0 0	28,563 14 9
Garden receipts				200 0 0	.....
Miscellaneous receipts				30 0 0	7 2 0
Contribution towards Accountant's pay				330 0 0	432 4 10
Interest of the following Endowments :—					
Sir James Ferguson Medal	174	9	0		
Macnaghten Medal	174	9	0		
Diamond Jubilee Prize	174	9	0		
Gondal Prize	87	4	6		
Macnaghten Music Prize	17	7	4	628 6 10	628 6 10
Amount of the Government Grant				33,851 4 8	.....
Advance from the Provincial Treasury and from the College Funds to meet current deficit (Government Grant-in-aid being not paid) recoverable.					
Provincial Treasury...	25,458	7	8		
College Funds	8,661	13	10	.....	34,120 5 6
Total ...				78,793 9 2	75,505 15 7

F.

of the Rájkumár College for 1906-07.

Expenditure.				Estimated Expenditure 1906-07. Rs. as. ps.	Actual Expenditure. 1906-07. Rs. as. ps.
Salary to College staff				50,412 10 0	48,784 6 1
Pension contribution to Do.				2,779 2 8	4,755 7 1
Contingencies				1,500 0 0	1,500 0 0
Water charges				900 0 0	900 0 0
Garden Establishment				918 0 0	881 0 0
Do. Contingencies				726 0 0	726 0 0
Conservancy Establishment				672 0 0	728 0 0
Do. Contingencies				320 0 0	320 0 0
Library and Prizes...				200 0 0	200 0 0
Play Ground and Gymnasium				800 0 0	800 0 0
Medicines				200 0 0	199 15 9
Repairs to Buildings				2,500 0 0	2,583 2 10
Engraving Marble Slab				50 0 0	30 8 0
Sir James Ferguson Medal	174	9	0	628 6 10	628 6 10
Macnaghten Medal..	174	9	0		
Diamond Jubilee Prize	174	9	0		
Gondal Prize	87	4	6		
Macnaghten Music Prize	17	7	4		
College quota towards the pension of—					
Mr. Turkhad's..	732	3	0	1,006 6 0	715 4 0
Mr. Dave's	116	1	0		
Mr. Cáwasji's	158	2	0		
Closing Balance.....				11,753 13 8	11,753 13 8
TOTAL...				75,366 7 2	75,505 15 7

ANNEXURE G.

PROGRESS OF STUDIES—1906-1907.

DIPLOMA CLASS.

ENGLISH :—

Prose—George Eliot's Silas Marner, Part I, complete... ... ... pp. 117.

Poetry—Shakespeare ... ... Henry V.

Extra Prose—Lady Brassey's Voyage in the Sunbeam ... ... Half.

Translation and Composition

VERNACULAR :—

GUJARÁTI :—

Prose—C. T. Modi's "Irávati" ... ... pp. 64.

Poetry—Kálidás' "Shakuntala" Gujaráti translation.

Translation—Marsden's History of India ... ... pp. 15 from Akbar.

Composition—Simple narrative themes.

MARÁTHI :—

Prose—Chiplunkar's Anekvidya Mooltatva.

Poetry—Navanita Mukteshwar Harischandra verses ... ... 1-150.

Translation—Marsden's History of India ... ... pp. 58-74.

Composition—Simple themes.

URDU :—

Prose—Seeratun Naman ... ... pp. 40.

Poetry—Mussádasi Hali ... ... pp. 25.

Translation—Marsden's History of India.

Composition—Simple themes.

HISTORY AND GEOGRAPHY :—

English History—Ransome's short History ... ... 1603-1820.

Indian History—Marsden's History ... ... pp. 50 to the end.

Geography—General geography of Europe, Africa and America.

MATHEMATICS :—

Arithmetic—Fractions; decimals; simple and compound rule of three; square and cube roots; simple and compound interest. Present worth and discount; stocks and shares, practice, equated time of payment and proportional Parts.

Euclid—First book with simple deductions.

SCIENCE :—

Chemistry—Roscoe's Primer. Non metals complete and select metals.

Physics—B. Stewart's Primer ... ... pp. 109.

DRAWING :—

Freehand; Model drawing and Colouring.

VOLUNTARY SUBJECTS:—

(A) MATHEMATICS.—Euclid, books Ist and IInd complete and propositions 12 of IIIrd Book with simple deductions from Ist Book.

Mensuration : Tukárám Jávaji's complete.

Algebra : Hall and Knight's ... ... pp. 1–159.

(B) LAW, REVENUE AND POLITICAL ECONOMY :—

Law—Whitworth's Law Lectures complete.

Jurisprudence ... ... Ten chapters of dictated Notes.

Mahomodan Law Ráná's Epitome. Important portions of first three chapters.

Revenue—Indian Land Revenue Policy.

Resolution of the Government of India, 185, March 1902; also a few class notes.

Political Economy—

Walker's First Lessons... ... ... pp. 59

CLASS II.

ENGLISH:—

Prose—Scott's Talisman ... ... chs. 1–8.

Poetry—Tennyson's Revenge; Browning's Herve Riel; M. Arnold's Sohráb and Rustam ... ... 378.

Recitation ... ... 175 Lines.

Extra English—Kincaid's outlaws ... ... pp. 1–65.

Grammar—Parsing.

Composition—Easy familiar themes.

Páthmála—Gujaráti : Well's IIIrd Lessons ... ... 1–22.

Maráthi :—Kale ... ... pp. 1-31.

VERNACULAR ;—

GUJARÁTI—

Prose—Narmagadya—Rámáyana ; Mahábhárat ... ... paras 1-38.

Poetry—Premanand's Mámerun.

Grammar—Complete parsing.

Composition—Essay writing on easy subjects.

Translation—Kincaid's outlaws ... ...pp. 69–92.

MARÁTHI—

Prose—Chiplunkar's Anekvidya Multatva ... ... pp. 1-15, 30-54.

Poetry—Moropant's Kekávali.... ... ... 1–42.

Grammar—Dádobá's Rudimentary articles ... ... 69-151.

Composition—Simple themes narrative and description.

Translation—Scott's Talisman ... ... pp. 1–5.

URDU—

Sec. A.—Sefar Náma ... ... pp. 80-112.

Poetry—Asare Salaf.

Grammar—Class Notes.

Composition.

Translation.

Sec. B.—Third Urdu Reader ... ... pp. 1-40.

Spelling, Dictation and translation into Urdu of simple English sentences.

HISTORY AND GEOGRAPHY :—

English History—The Empire History ... ... Henry VII. to James II.

Indian History—Marsden ... ... chs. 30-48.

Geography—Europe, Africa and America.

MATHEMATICS :—

Arithmetic—Gokhle ... ... chs. 7-8-9-14-18.

Euclid—Hall and Stevens' Book Ist ... ... propositions 1-26.

SCIENCE :—

Chemistry—Roscoe's Primer ... ... pp. 1-90.

Physics— B. Stewart's Primer ... ... pp. 1-76.

DRAWING:—

Foster's copy book D. I. ... ... Model Drawing.

VOLUNTARY SUBJECTS:—

(A) *Mathematics*—Algebra: Hall and Knight's-Addition &c., Removal of brackets, simple and simultaneous Equations H. C. F., L. C. M. and square-root

Mensuration Tukárám's ... ... pp. 1-23 and 26.

Law and Revenue— :—

Law—Whitworth's Law Lectures ... ... 1-5 and 7-10.

Revenue—Jenk's History of Politics ... ... chs. 1-4.

CALSS III.

ENGLISH :—

Prose—Kingley's Heroes ... ... pp. 1-48.

Poetry—Ayton's Island of Scots ... ... Stanzas I-VII, by heart.

Extra Prose—Men of Renown : Cardinal Wolsey, Sir Walter Raleigh, and Marlborough.

Pathmálla—Well's Part II ... ... pp. 44-90.

Grammar—Parsing of easy words.

Composition—Reproduction of short stories.

VERNACULAR :—GUJRÁTI—

Prose—Vanráj Chavdo ... ... pp. 158-223.

Poetry—Dalpat Kavya. Part II ... ... pp. 55-60, 66 and 133-142.

Translation—Kingley's Heroes... ... ... pp. 1-48.

Grammar—Full parsing.

Compostion—Descriptive essay writing.

HISTORY AND GEOGRAPHY :—

English History—Blackie's ... ... pp. 75–125.
Indin History—Marsden's ... ... Chs. 23-36, 46 and 47.
Geograhy—General Geography of Europe, Africa and America.

MATHEMATICS :—

Arithmetic—Upto and including simple interest, Discount, Stocks, Profit and Loss.
Algebra—1st four rules, simple equations and easy problems.
Euclid—Book I.— ... ... 1st twelve theorems and problems 1–5.

SCIENCE :—

Chemistry—Roscoe's ... ... pp. 1–57.

DRAWING :—

Model—Freehand and Colour.

CLASS IV.

ENGLISH :—

Prose—Anderson's Fairy Tales.—The Daisy, the Brave Tin Soldier, the Ugly Duckling, the Storks.

Poetry—Words from the Poets.—Follow me, the First Grief, lines written in March Lucy Gray.

Páthmála—Wells, Part I. ... ... Exercises 20-41.

Composition—Fables, Anecdotes and Stories.—a short story to be read out.

Conversation—Types of Nations and Natural History Pictures. The Eagle, The Ostrich, The Whale, North American Indians, Patogonians, Esquimaux Chinese, Africans.

Grammar—Simple Parsing.

Copy writing—No. 4.

VERNACULAR :—

GUJRÁTI—

Prose—Mevád no Jáho Jaláli ... ... Chs. 3-8.

Poetry—Sâmal Bhat's poems given in old Gujráti seventh Book.

Composition—Simple Stories and myths.

Grammar—Parsing very elementary.

Copy writing—Nos. 7, 6, 5.

HISTORY AND GEOGRAPHY :—

Indian History—Marsden's ... ... pp. 25–55.

Geography—General Geography of Asia.

Map drawing—Asia.

MATHEMATICS :—

Arithemetic—Prime Factors, rule of three, double rule of three, decimals, G. C. M., L. C. M., reduction.

SCIENCE :—

Huxley—Introductory Primer, Gujráti translation ... ... sections 12–21.

DRAWING :—

Free hand—Copy Book. C. 1.

Colour Drawing—Crayon and Brush work Exercises Book No. 4.

CLASS V.

ENGLISH :—

Prose—The New Orient Reader No. II ... ... pp. 35.

Páthmála—Wells. Part I ... ... pp. 34.

Conversation—Natural History Pictures and Types of Nations Pictures.

Dictation and copy writing—No. III.

Object Reader—No. 2, ... Lessons 1, 2, 3 and 6.

VERNACULAR :—

GUJRÁTI—

Prose—Gujaráti V Book, ... Lessons 1-11, 56-59 ; 62, 64-66, 76, 77.

Poetry—5th Book. ... ... Lessons. 7, 24, 30.

Recitation and explanation.

For K. S. Amráwála of Luni—

Prose—Book III. ... ... Lessons 1-37, 38-41 ; 48-51

Poetry—Book V ... ... Lessons 24 and 30.

Grammar—Balvyakaran ... ... pp. 1-9, 12-17.
Easy Parsing.

Dictation—Composition and copy writing No. V.

HISTORY AND GEOGRAPHY :—

Indian History—Mehta's ... ... Chs. 5-11.

Geography—Part II. ... ... pp. 18-35.

Map drawing—India.

MATHEMATICS :—

Arithmetic—L. C. M., G. C. M., Reduction, Easy Fractions, Compound addition &c.
Tables 1×1 to 40×10 and $1\times\frac{1}{4}$ to $100\times\frac{1}{4}$ $1\times\frac{1}{2}$ to $100\times\frac{1}{2}$, for K. S. Punjáwala, Dánsinh Natwarsinh, Kanaksinh and Jamiatkhán.

For K. S. Amráwála of Luni—

Arithmetic—First four Rules ; Integral.
Tables. 1×1 to 32×10.

DRAWING :—

Free hand and Colouring.

CLASS VI.

ENGLISH :—

Sec. A.—The New Orient Readers No. II ... ... pp. 1-35.
Omitting poetry lessons.

Sec. B.—The Newton Readers. Infant Reader ... ... pp. 34–65.

Sec. C.—Orient Primer, complete.

Sec. D.—Printed Alphabets and the Royal Reading Sheets. ... 8 lessons.

PÁTHAMÁLA AND TRANSLATION:—

Sec. A.—Wells Part I ... ... pp. 28.

Sec. B.—Written translation into Gujráti from their English book, with slight changes in each sentence.

Sec. C.—Words, their spelling and Gujráti meanings.

Sec. D.—Dictation.

First Step in English ... pp. 1-9 and 16, 17 and 18 for Secs. A. B. and C. only

Copy writing—No. I.

VERNACULAR:—

Sec. A.—*Gujráti*—Book V, New series ... ... Lessons. 1-9, 52, 59.

Poetry— ... ... Lessons. 7, 24

Recitation and meanings.

Grammar—Elementary parsing.

Dictation and Copy Writing. No. V.

Sec. B.—*Prose*—Gujráti Book II (New Series) Lessons 1–9, 36–41.

Poetry— Do. ... ... Lessons 5, 10, 15.

Recitation and meanings.

Dictation—And Copy Writing No. III.

Sec. C.—*Gujráti* Alphabets and Barakhadi and 1st five lessons of Gujráti Book I (New series).

Copy writing—No. II.

HISTORY AND GEOGRAPHY :—

Indian History—Shivsukhram's (Gujráti) Chs. V to X. for Sec. A only.

Geography :—

Sec. A.—General geography of India.

Sec. B.—General Geography of Káthiáwár.

Map Drawing—The Bombay Presidency.

MATHEMATICS :—

Arithmetic—

Sec. A.—First four rules, L. C. M., G. C. M., compound addition to division.

Sec. B.—First four rules, L. C. M., G. C. M., and easy reduction.

Sec. C.—Addition, Subtraction and Multiplication.

Sec. D.—Addition and Subtraction.

Tables—

Sec. A.—1×1 to 40×10, $1\times\frac{1}{4}$ to $100\times\frac{1}{4}$ & $1\times\frac{1}{2}$ to $100\times\frac{1}{2}$.

Sec. B.—1×1 to 40×10 and $1\times\frac{1}{4}$ to $100\times\frac{1}{4}$.

Sec. C.—1×1 to 34×10.

Sec. D.—1×1 to 25×10.

DRAWING :—

Free hand and colouring.

CLASS TIME TABLE.—1st December 1906 to April 1907.

Classes.	10—10-45.	10-45—11-30.	11-30—12-15.	12-15—1.	2—2-45.	2-45—3-30.	3-30—4-15.
Diploma Class ...	Political Economy or Algebra. Monday, Thursday. Revenue or Geometry. Tuesday and Friday and Geometry. Wednesday and Saturday.	English Poetry. Monday, Thursday. Extra English. Tuesday. English Grammar. Friday. Law or Mensuration. Wednesday & Saturday.	Páthmála. Monday, Thursday. English Prose. Tuesday and Friday. Vernacular Prose Translation. Wednesday and Saturday.	Physics: Monday ... Composition: Thursday. Chemistry. Tuesday & Friday. English Prose. Wednesday. Physics. Saturday ...	English Prose. Monday. Vernacular Composition: Thursday. Arithmetic. Tuesday and Friday. Indian History. Wednesday and Saturday.	English History. Thursday. Geography. Tuesday & Friday.	Vernacular Poetry. Thursday. English History. Thursday, Friday
Class II	Physics. Monday Thursday. Geometry, Arithmetic Tuesday and Friday. English History. Wednesday and Saturday.	Vernacular Poetry Prose & Translation. Monday, Tuesday, Thursday, Friday. Composition, Recitation. Wednesday & Saturday.	Extra English: Monday. Chemistry. Thursday & Friday. Arithmetic. Tuesday. English Prose. Wednesday and Saturday.	Law, Mensuration. Monday & Thursday. English Poetry. Tuesday and Friday. Páthmála. Wednesday and Saturday.	Indian History. Monday. Vernacular Composition. Thursday. Rev. T., Political Economy and Algebra. Tuesday and Friday. Geometry. Wednesday and Thursday.	Geography. Thursday. English Grammar & Geometry. Tuesday & Friday.	Vernacular Grammar. Tuesday. Indian History. Friday. English Extra. Thursday.
Class III ...	English Prose. Monday, Wednesday, Thursday Páthmála. Tuesday and Friday. Páthmála. Saturday.	Algebra. Monday Thursday. English History. Tuesday. Vernacular Composition. Friday. Geometry. Wednesday and Saturday.	Vernacular Prose. Monday, Thursday. Indian History. Tuesday. Gujarati Grammar. Friday. Vernacular Poetry. Wednesday & Saturday.	Indian History. Monday. Arithmetic. Thursday, Tuesday, Friday. Geography. Wednesday and Saturday.	English Poetry: Monday and Thursday. Recitation and Extra English. Tuesday and Friday. Chemistry. Wednesday and Saturday.	English History. Thursday. Gujarati Composition. Tuesday. English Grammar. Friday.	Translation. Thursday. Vernacular Grammar. Tuesday Translation. Friday.

Classes.	10—10-45.	10-45—11-30.	11-30—12-15.	12-15—1.	2—2-45.	2-45—3-30.	3-30—4-15.
Class IV ...	Geography. Monday Thursday. Páthmála and conversation. Tuesday & Friday. English Prose: Wednesday and Saturday.	Vernacular Prose. Monday, Thursday. Composition. Tuesday. Arithmetic. Friday. Páthmála. Wednesday and Saturday.	History. Monday ... Gujarati copy. Thursday. Arithmetic. Tuesday Wednesday & Saturday. Composition. Friday...	Examination. Monday. Mapdrawing. Thursday and Saturday. Science: Tuesday and Friday. Gujarati copy. Wednesday.	English Recitation. Monday. Vernacular Grammar. Thursday. History. Tuesday and Friday. Vernacular Poetry. Wednesday & Saturday.	English Copy. Thursday & Tuesday. Vernacular Dictation. Friday.	Arithmetic. Thursday. English Prose. Tuesday and Friday.
Class V ...	English Prose. Monday and Thursday. Geography. Tuesday & Friday. Mapdrawing. Wednesday and Saturday.	Arithmetic: Monday & Thursday. English Prose. Tuesday and Friday. Arithmetic. Wednesday and Saturday.	Examination. Monday. Science. Thursday ... Dictation and conversation. Tuesday and Friday. Páthmála. Wednesday and Saturday.	Science. Monday ... History. Thursday, Wednesday. Vernacular Prose: Tuesday and Friday. Dictation. Saturday.	Gujaráti copy. Monday Gujarai Prose. Thursday. Gujaráti Recitation. Tuesday and Friday. Arithmetic Tables. Wednesday & Saturday.	Grammar. Thursday. History. Tuesday & Friday.	Gujrati copy. Thursday. English copy. Tuesday and Friday.
Class VI ...	English Prose. Monday, Thursday & Tuesday. English Dictation. Friday.	Arithmetic: Monday, Thursday. History. Tuesday and Friday. Páthmála. Wednesday and Saturday.	Vernacular Prose. Monday & Thursday. Gujarati Prose. Tuesday & Friday. Gujarati Poetry and Grammar. Wednesday and Saturday.	History. Monday, Thursday. Arithmetic. Tuesday and Friday. English Prose. Wedday. Examination. Saturday.	Gujaráti copy and Grammar Monday and Thursday. Gujarati Dictation: Tuesday and Friday. Arithmetic Tables. Wednesday & Saturday.	Gujarati Poetry. Thursday. Geography. Tuesday and Friday.	Gujrati copy. Thursday. English copy. Tuesday and Friday.

RAJKUMAR COLLEGE, RAJKOT.

Statement showing the number of boys following the different courses.—1906-07.

Class.	Number of boys in Class.	Science or Classical Languages.			Vernaculars.			Law, Political Economy, Land Surveying or Advanced Mathematics.		
		Science.	Classical Languages.		Gujaráti.	Maráthi.	Urdu.	Law, Political Economy, Revenue and Politics	Advanced Mathematics.	
			Sanskrit.	Persian.						
Diploma Class	4	4	...	...	1	1	2	3	1	
Class II	10	10	...	...	5	2	3	3	7	
Class III	4	4	...	...	4	...	...	.....	.....	
Class IV	8	8	...	...	8	...	...	.....	.....	
Class V	6	...	...	...	6	...	...	.....	.....	
Class VI	7	...	...	...	7	...	...	.....	.....	

ANNEXURE H.

RÁJKUMÁR COLLEGE ANNUAL EXAMINATION—1906-07.

CLASS I.

16th April 1907.

Silas Marner.

(3 HOURS.)

I.—Give a short account of Silas Marner's life before he came to Raveloe.

II.—Illustrate from the story the position and functions of an English Squire.

III.—Sketch the characters of Godfrey and Dunsey Cass. What terms were they on with their father?

IV.—Describe the conversation at the Rainbow upto the time when Silas Marner appears to announce the theft.

V.—Which is the most skilfully drawn female character in the story? Give reasons for your choice.

VI.—In second part of the story Godfrey Cass tries to persuade Eppie to leave Silas and live with him, her real Father. Is he justified in this request and what ought Eppie to do?

VII.—"Silas Marner", was written 50 years ago and is still popular; what are the reasons for this?

VIII.—Write an Essay of not more than 20 lines on *one* of the following:—

(*a*) "The rude mind with difficulty associates the ideas of power and benignity."

(*b*) "Silas was evidently a brother selected for a peculiar discipline"

(*c*) "He had seemed to love it little in the years when every penny had its purpose for him."

15th April 1907.

CLASS I.

Henry V.

I.—Explain and comment on the following passages with the context:—

(*a*) We do not mean the coursing snatchers only,
But fear the main intendment of the Scot,
Who hath been still a giddy neighbour to us.

(*b*) When we have matched our rackets to these balls,
We will, in France, by God's grace, play a set,
Shall strike his father's crown into the hazard.

(*c*) Linger your patience on; and we'll digest,
The abuse of distance force a play.

(*d*) His heart is fracted and corroborate,

(*e*) To horse, you gallant princes! straight to horse!
Do but behold yon poor and starved band.
And your fair show shall suck away their souls,
Leaving them but the shales and husks of men.

(*f*) And all my mother came into my eyes
And gave me up to tears.

(*g*) Take a trumpet, herald:
Ride thou unto the horsemen on yon hill:
If they will fight with us, bid them come down;
Or void the field; they do offend our sight:
If they'll do neither, we will come to them,
And make them skirr away, as swift as stone,
Enforced from the old Assyrian slings.

(*h*) 'Tis positive 'gainst all exceptions, lords,
That our superfluous lackeys and our peasants,
Who in unnecessary action swarm
About our squares of battle, were enow
To purge this field of such a hilding foe,
Though we upon this mountain's basis by
Took stand for idle speculation.

II.—Whom do you consider responsible for Henry's declaration of war against France? Give your reasons.

III.—Give Shakespeare's use and meaning of the following words: antics, beaver, haggled o'er, shog, farced, jutty, sternage.

IV.—Discuss Henry's character as shown in the play, quoting if possible passages in illustration.

V.—Paraphrase the following:—

What shall I say to thee, Lord Scroop? thou cruel,
Ungrateful, savage, and inhuman creature!
Thou that didst bear the key of all my counsels,
That knew'st the very bottom of my soul,
That almost mightst have coined me into gold,
Wouldst thou have practised on me for thy use!
May it be possible, that foreign hire,
Could out of thee extract one spark of evil,
That might annoy my finger? 'tis so strange,
That though the truth of it stands off as gross,
As black and white, my eye will scarcely see it.
Treason and murder ever kept together,
As two yoke-devil sworn to either's purpose,
Working so grossly in a natural cause,
That admiration did not hoop at them:
But thou 'gainst all proportion, didst bring in
Wonder to wait on treason and on murder!
And whatsoever cunning friend it was
That wrought upon thee so preposterously.

Hath got the voice in hell for excellence :
All other devils that suggest by treasons ;
Do botch and bungle up damnation
With patches, colours, and with forms being fetch'd
From glistering semblances of piety;
But he that tempered thee bade thee stand up,
Gave thee no instance why thou shouldst do treason
Unless to dub thee with the name of traitor.

VI—Draw a contrast between the English and French camps on the night before the battle.

DIPLOMA CLASS.

ENGLISH COMPOSITION AND TRANSLATION.

Write an Essay on one of the following subjects:—

(*a*) Ancient and modern methods of fighting.

(*b*) The use and abuse of wealth.

(*c*) The chief events of 1906.

DIPLOMA EXAMINATION.

GUJRÁTI.

(3 HOURS.)

N. B.—All questions to be answered in Gujaráti.

I.—Paraphrase into Gujaráti the following verses.

(*a*) ધનુજર્યા આવ્યા તે કઠિન વપુ પહાડી ગજ સમા
ન લેખે તડકો કે નૃપ નવ લહે સ્વેદ શ્રમને
સુકાયા હોયે ના કૃશ સુઘટ સ્નાયુ થકી દીસે,
બધે અંગે જમ્યું બલ—ફૂલી જૂવો એવી મૃગયા.

(*b*) કુસુમ બાણ તુજ નામ, શીતકર નામ શશીનું,
મુજ સ્થિતિનાને બેય લાગતું છેક અજુગતું:
રહો ચન્દ્ર હિમ ગર્ભ રશ્મિથી અગ્નિ પૂસારી,
ને તુજ પાંચે તીર સોંસરા વજ્જર કારી.

(*c*) ચુંટ્યાં ફુલનાં વજ્જ નથી હજી બીડાયલાં:
ને કિસલયનાં અગ્ર દૂધ કણી ધારે હજી.

II.—Parse fully the underlined words in the verses given above.

III.—Compare and contrast the characters of Gurupád (ગુરૂપાદ) and Kaṇva (કણ્વ); or of Shakuntala (શકુન્તલા) and Irávati (ઇરાવતી).

IV.—Give the substance of advice given by Gurupád (ગુરૂપાદ) to Sidhdh (સિદ્ધ); and by Kaṇva (કણ્વ) to Shakuntala (શકુન્તલા).

V.—What do you know about the character of Akbar (અકબર) from the book that you have studied ?

VI.—When can you trace the origin of the novel Irávati and of the Drama of Kálidás ?

VII.—Give the meanings of :—

મજરો, મનસબદાર, સાંખ્ય અને વેદાન્ત, દિલોજાન દોસ્ત, નીલોત્પલયષ્ટીધારથી, રજપુટ, વલ્કલ, વિલોલાક્ષિ.

VIII.—Explain the meanings of and the allusions in the following, giving context :—

(*a*) તે હેના સનાતન ગ્રંન્થને લીધે એનું નામ અમર રહેશે.

(*b*) ભર્તૃહરિનું એકાદ વચન તો બોલો.

(*c*) હાલમાં ઈવાનજી લિસ્ટોનું ભાષાન્તર કરવાનું કામ એમણે મુને સોંપ્યું છે.

(*d*) આ ઔષધીપતિ જતો અંહી અસ્તશંગે.

(*e*) તપોનો ખંડ અક્ષય્ય આપતા તે તપોધતો.

(*f*) વિનયને પડદે વસતી રતિ
નહી અદૃશ્ય રહી, ન થઈ છતી.

IX.—Translate into Gujaráti:

They seem in the course of ages to have been swept completely out of the north-west of India, now called the Punjáb, Káshmir and Rajputána, which were time after time filled by one race after another from the north. But that they formed by far the larger number of the nations which occupied the central part of Northern India, the valley of the Ganges, and the whole of Central India, is shown by the marks which they have left upon the inhabitants of those countries in their colour, the shape of their heads, their eyes, noses, and foreheads, and their height. These marks show that many races among these people are partly descended from Dravidian forefathers.

ENGLISH HISTORY.

(3 HOURS.)

1.—What connection had England with India before 1700 ?

2.—Explain the present systems of Government in England and in India.

3.—Discuss the causes which led to the invitation of William of Orange to come to England.

4.—Give an account of the most important reforms in the reign of Queen Victoria.

5.—What do you know about the seven years war ?

How were India and North America affected by it ?

6.—Give a short account of the feudal system and trace its gradual disappearance.

7.—Why is the reign of Queen Elizabeth sometimes compared to that of Akbar ?

8.—Give a short account of Magna Charta and the events which led to its being signed.

9.—What did England gain on the result of the wars against Napoleon ?

36 A.

RAJKUMAR COLLEGE.

Diploma Class.

Vernacular (Marathi).

I. Explain in Marathi—

सृष्टपदार्थ, निर्लोभ, खचक्र, आस्वेसतोस्, विशिष्टगुरुत्व, पारदर्शकपणा, घटकावयव, प्रसरणशील, प्रतिफलक, कलावतू, हिंगुळ, स्थितिस्थापक, चुनखडी.

Give English equivalent to these words.

II. Write short notes in Marathi on—

स्लेटीचा दगड, सौरा & हिरा.

III. Give in Marathi the proofs for the rotundity of the Earth as given in your text book.

IV. Paraphrase into idiomatic Marathi—

ऐसें विचारूनि चित्तीं । पाचारिला वाहिनीपति । म्हणें जाणें वनाप्रती । सेना सिद्ध करावी ॥ तेणें त्राहाटिल्या भेरी । वाजती रणतुरें मोहरी । वीरवसनें महावीरीं । परिधान केलीं तात्काळ ॥ अश्वगज रथादि वहनीं । वळघल्या वीरांच्या श्रेणी । त्यां माजि राजा प्रतापगुणी । वीरश्रिया शोभला ॥ सज्जिले असंख्य रहंवर । पाठी चालती अश्वभार । मत्तकुंजरांचे भार । ऊर्ध्व शुंडें धांवती.

V. Describe as fully as you can the आश्रम of विश्वामित्र and its surroundings, in Marathi, as described by मुक्तेश्वर.

VI. Write short notes on

मुक्तेश्वर, हरिश्चंद्र, विश्वामित्र, मदन दहन, तारामति, गिरिजावर, & अपरसृष्टी.

VII Translate into Marathi

They seem in the course of ages to have been swept completely out of the northwest of India, now called the Punjab, Kashmir and Rajputana, which were time after time filled by one race after another from the north. But that they formed by far the largest number of the nation which occupied the central part of northern India, the valley of the Ganges, and the whole of Central India, is shown by the marks which they have left upon the inhabitants of these countries in their colour, the shape of their heads, and their height. These marks show that many races among those people are partly descended from Dravidian forefathers.

ANNUAL EXAMINATION 1907.

—o—

CLASS I, URDU.—Time 3 hours.

I.—What do you understand by :—

مسدس ـ پیغمبر ـ اصحاب ـ تابعین ـ امام ـ حدیث

فقه ـ شرع ـ امت ـ مورخ

II.—Give a short account of the ancestors of Imam Abu Hanifa.

III.—Paraphrase :—

جو هوتی تهی پیدا کسی گهر مین دختر * تو خوف شماتت سی بیرحم مادر
پهر سی دیکهتی جب تهی شوهر کی تیور * کهین زنده گاڑ آتی تهی اوسکو جاکر
وه گود ایسی کرتی تهی نفرت سی خالی * جنی سانپ جیسی کوئی جننی والی

IV.—Give (*a*) the plurals of :—

شخص ـ سلطان ـ عـلم ـ فعل ـ لڑکی

(*b*) the feminines of : —

آدمی ـ قاضی ـ مرغا ـ بیل ـ راجا

V.—Describe in your own Urdu the condition of Arabia before the birth of Mahomed.

VI.—Give as many Urdu words as you can for the following :—

Wealth, Honour, King, Sword, House, Wife, Flag.

VII.—Write an Essay on سفر کی فایدی

VIII.—Translate into Urdu :—

The birth of the son brought no immediate good fortune to the father. In 1548 Humayun was compelled to quit Sind and accompanied by his wife and son and a small following set out with the intention of reaching Kandhar. He had arrived at Shal when he learnt that his brother Askari was close at hand, and that immediate flight was necessary. He and his wife were ready but what were they to do with the child, then only a year old, quite unfit to make a rapid journey on horseback in the boistorous weather then prevailing. Akbar was left behind.

(Signed) **B H KAZI.**

GEOGRAPHY AND INDIAN HISTORY.

(3 Hours.)

The papers in Geography and History should be given up separately.

Geography.

1.—Draw an outline map of India, and mark in it the Indus, the Ganges, the Himálayas, the Vindhya Mountains, Láhore, Madrás, Ajmere, Benáras, Indore, Rájkot.

2.—What do you know about the Monsoons ?

How do they affect the climate of different parts of India ?

3.—Where are the following places and what do you know about them ?

Korea, Brindisi, Sydney, San Francisco, Jamáica, Kábul, Panáma, Khártoum.

4.—Mention in order the chief places you would pass on a voyage from London to Bombay.

5.—Mention three of the chief industries of England. Where are they carried on ?

INDIAN HISTORY.

1.—Compare shortly the general condition of India in 1807 and 1907.

2.—Discuss the reasons for the fall of the Mogul Empire.

3.—Give a short account of Mahmud of Ghazni, Warren Hastings, and Ranjitsingh.

4.—Give an account of the rise of the Mahrátha power.

5.—Describe Lord Dalhousie's measures for the improvement of India.

MATHEMATICS.

Arithmetic.

I.—Explain the difference between simple and compound interest.

Find correct to the nearest penny the compound interest on £ 3,250 for 3 years at $4\frac{1}{2}$ %.

II.—A man invests Rs. 14,700 in $3\frac{1}{2}$ % Government Paper at $97\frac{7}{8}$, brokerage being $\frac{1}{8}$ %. Find his annual income after deducting income tax at the rate of 5 p. c. in the rupee.

III.—Find the cost of digging a tank 212 feet long, 153 feet broad, and 11 feet 6 inches deep at Rs. 17 per 1000 cubic feet. The answer should be correct within Rs. 1,000.

IV.—A horse eats 5 lbs. of gram, 4 lbs. of Bhusa and 25 lbs. of grass a day. The price of gram is 25 lbs. per rupee and of Bhusa 30 lbs. a rupee, while grass cost 12 annas per maund (80 lbs.). Find the cost of feeding 7 horses from 1st January 1906 to 31st March 1906.

V.—Multiply 56·38 by 27·54 and divide 1827·035 by ·0763. The answer should be correct to 3 significant figures in each case.

VI.—A rectangular cricket ground is 126 yards long and 97 yards broad. Find the cost of putting a fence round it at 12 annas per foot.

VII.—A man buys 40 horses for Rs. 350 each, he sells 6 of them for Rs. 750 each; 13 for Rs. 500 each, 11 for Rs. 400 each and 6 for Rs. 300 each; while 4 of them die. What is his total profit and also his profit per cent ?

VIII.—A man leaves Rs. 12,660 to be divided after his death. His eldest son receive $\frac{1}{3}$, his widow $\frac{1}{4}$ and another son $\frac{1}{6}$; while the remainder is divided equally among 3 daughters.

What sum of money will each receive?

IX.—A mail train takes 40 hours and 8 minutes to travel from Bombay to Lâhore. The distance between the two places being 1306 miles. Find correct to one place of decimals, the average rate of the train in miles per hour.

EUCLID.

Book I.

I.—What do you mean by an axiom?

II.—Prove that two triangles are equal in all respects if the three sides of the one are equal to the three sides of the other, each to each.

III.—Prove that the opposite sides of angles of a parallelogram are equal to one another; and that each diagonal bisects the parallelogram.

IV.—Prove that in a right angled triangle, the square described on the hypotenuse is equal to the sum of the squares described on the 2 sides.

V.—P. Q. R. is an isosceles triangle, A is the middle point of the base Q. R. Prove that P. A. is perpendicular to Q. R.

VI.—On a given straight line draw a parallelogram equal in area to a given triangle, and having an angle equal to a given angle.

VII.—How would you find the area of a given triangle practically?

SCIENCE.

(3 Hours).

N. B.–Figures should be given to illustrate experiments.

I.—You are given several jars containing a colourless gas. Explain what experiments you would make to find out what the gas is ?

II.—Explain clearly what happens when carbonic gas is passed for a long time into lime water.

III.—How would you prove that water is a compound of hydrogen and oxygen ?

IV.—What do you mean by Acids, Alkalis and Salts? Give two examples of each with their formulæ.

V.—Give an account of the composition of the atmosphere, what changes take place in the air of a room; (*a*) when there are men in it; (*b*) when there are plants?

VI.—Describe an experiment to prove that the weight of a body in water is equal to its weight in air minus the weight of its own volume of water.

VII.—Explain how you would make a barometer. What does the barometer tell about the weather?

VIII.—When you are watching a Cricket match we hear the sound of the bat striking the ball sometime after we see it: Why is this?

IX.—Describe an experiment to show that liquids expand when heated.

X.—How would you construct a Grove's battery of 3 cells? Mention some of the modern applications of electricity.

ADVANCED MATHEMATICS.

Arithmetic and Algebra.

(3 HOURS.)

N. B.—The problems may be solved either by Arithmetic or Algebra.

I.—A and B run a mile race. A can run 11 yards while B runs 10 yards, but A has to give B 150 yards start in the race. Who will win and by how much?

II.—100 men can finish a piece of work in 28 days. They work for 8 days and then the work is stopped for 4 days. How many additional men must be employed so that the work may be finished in time?

III.—A man buys X horses at P rupees each, Y horses at Q rupees each. What is the average cost of each?

IV.—Find the factors of—

(*a*) $(2a+b)^3-(a-2b)^3$

(*b*) $(3x+2a)^2-(2x-3a)^2$

(*c*) $x^3-27y^3+8z^3+18xyz$

(*d*) $12a^2-11a-15$.

V.—Solve the equations:—

(*a*) $(x-2)\ (x+3)\ (x-5)=(x+5)\ (x-6)\ (x-3)$

(*b*) $\left.\begin{matrix}7x+5y=1\\5x-11y=59\end{matrix}\right\}$

VI.—Find the square root of:—

(*a*) $\left(\frac{x+a}{x-a}\right)^2+\left(\frac{x-a}{x+a}\right)^2+2$

(*b*) $9x^4-24x^3+4x^2+16x+4$

VII.—One side of a rectangular field is 20 yards longer than the other. The sum of all four sides is 408 yards. Find the length of each side.

VIII.—The marks required for "Honours" in a certain examination are double those required for a "Pass". A boy who gets 25 more than "Pass" marks is 20 marks short of "Honours". How many marks did he get?

IX.—At what rate per cent will Rs. 1,250 amount to Rs. 1,352 in 2 years. Compound Interest.

ADVANCED MATHEMATICS.

Geometry and Mensuration.

(3 Hours).

I.—Enumerate and prove the geometrical proposition corresponding to the Algebrical formulæ $(a+b)^2=a^2+2ab+b^2$

II.—From a point P outside a circle a straight line P A B is drawn cutting the circle in A and B. If O is the centre of the circle, prove that the rectangle P A P B is equal to the square on O P less the square on O A.

III.—Prove that the opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles. Hence show that a parallelogram inscribed in a circle must be a rectangle.

IV.—P Q R is a triangle, B and C are the middle points of R P and P Q. B O and C O which intersect at O are drawn at right angles to R P and P Q respectively. Prove that O Q is equal to O R.

V.—Divide a given straight line into two parts so that the rectangle contained by the whole may be equal to the square on the other part.

VI.—P Q R is a right angled triangle, Q P R being a right angle, A is the middle point of Q R. Prove that P A is equal to half of Q R.

VII.—Prove that the angles at the base of an isosceles triangle are equal.

VIII.—Find the area of a triangle, being given the three sides.

IX.—The area of a square is 578 square feet; find the length of the diagonal.

X.—The diameter of each wheel of a bicycle is 28 inches. Each of the wheel makes 240 revolutions per minute. Find the rate in miles per hour at which the bicycle is travelling. ($\Pi=\frac{22}{7}$)

RÁJKUMAR COLLEGE DIPLOMA CLASS—1906-07.

Voluntary subjects.

PAPER II.

14th April 1907.

POLITICAL ECONOMY AND REVENUE.

I.—Carefully define and illustrate demand and supply, and show how value depends upon both jointly.

II.—What do you understand by Time-value, Place-value, and Form-value? Give examples of articles possessing value of any one of these, any two of these, and all three kinds.

III.—On what physical, intellectual and moral factors does the efficiency of labourers depend? What in your opinion, can an Indian Chief, wishing to promote industrial progress in India, do for each of these factors?

IV.—Trace the indirect and secondary results, both favourable and unfavourable, of division of labour.

V.—What is rent? Is the land revenue taken by the Indian Government from cultivators in ryotvari provinces, of the nature of rent or of a tax?

VI.—What are prospective assets? Would you in fixing the land revenue take them into consideration or not? Would you in this matter treat a thickly populated and fully cultivated district in the same way as a backward one?

VII.—What do you know of permanent settlement in British India? Are the parts of India this system prevails better off than other parts? And, if so, is this really due to this system or to other causes?

VIII.—What do you learn from the Manusmriti on the subject of land revenue?

LAW.

(3 HOURS).

I.—How and on what principles will you divide Law into its different branches? Show the relative value of the study of each to a ruling Chief.

II.—How will you examine a witness?

III.—Under what circumstances will you award capital punishment to an offender?

IV.—Compare and contrast a civil suit with a criminal trial.

V.—Explain the terms:—

Jurisprudence, Law, Sovereignty, Personal Law, a real thing, a fictitious person.

VI.—What are the theoretical and practical limits of sovereignty?

VII.—Explain the theory of utility. Why is it the safest guide to legislation ?

VIII.—Give a short history of the development of Law in Europe.

IX.—Explain either of the following two sentences :

(*a*) Law thus forms a link between the Ruler and the Ruled.

(*b*) Progress of society in general is from status to contract.

RÁJKUMÁR COLLEGE, RÁJKOT—1906-07.

Diploma Class.

Drawing.

I.—Copy by Free hand the Burn's Sheet which is hung before you on the easel.

(8)

II.—Colour the example given in question I.

(8)

III.—Draw a group of models *viz.* a cube, circular plate, hexagon and a pot placed before you.

ANNEXURE I.

RÁJKUMÁR COLLEGE, RÁJKOT.

Results of the Annual Examination, April 1907.

DIPLOMA CLASS.

No.	Subjects.	English.	History and Geography.	Compulsory Mathematics.	Vernacular.	Drawing.	Science or classical Language.	Law, Political Economy Land Revenue, Politics or Advanced Mathematics.	Total.	
	Full Marks	200	100	100	100	25	50	100	675	p. c.
1	K. S. Gulám Jiláni of Wái ...	146	54	82	60	19	32	59	452	66·2
2	„ „ Abdul Majidkhán of Sávnur	128	49	92	62	17	32	63	443	62.7
3	„ „ Viráwála of Bagasra ...	101	41	87	58	19	19	63	388	58·0
4	„ „ Mádhavráo of Miráj ...	113	39	70	50	17	20	50	359	53·2

Prize Winners :—K. S. GULÁM JILÁNI ... ... Diamond Jubilee Prize, Gondal Prize, Idar Prize.

„ „ ABDUL MAJIDKHÁN ... Macnaghten Gold Medal for Science.

„ „ MÁDHAVRÁO ... ... Ferguson Medal for English speaking.

Dájiráj-Amráwala Gold Medal for Good conduct.

CLASS II.

Subjects.	English.	History and Geography.	Mathematics.	Science or Classical Language.	Vernacular.	Law and Political Economy or Advanced Mathematics.	Drawing.	Total.	
Full Marks	170	150	100	100	210	100	100	930	
K. S. Vithalráo of Sángli ...	140	125	96	85	132	70	93	761	
„ „ Kamáludinkhán of Mánávadar	101	119	77	67	141	83	76	664	
„ „ Chintámanráo of Sángli ..	121	84	71	82	150	66	76	650	
„ „ Vijaysinhji of Rájpipla ...	95	118	30	49	120	65	69	546	Failed in Mathematics.
„ „ Ahmedkhán of Sachin ...	126	123	31	41	115	52	66	554	
„ „ Umedsinhji of Dhrol ...	58	79	35	26	136	70	72	476	Failed in English.
„ „ Dipsinhji of Dhrol ...	67	63	49	43	133	39	65	459	
„ „ Bhánwála of Bilkha ...	47	82	41	14	106	70	91	451	
„ „ Ráningwála of Jetpur ...	65	70	53	26	92	58	65	429	
„ „ Jaláludinkhán of Rádhanpur	Absent on leave.								

Prize-Winners:—K. S. VITHALRÁO ... ... Diamond Jubilee Prize.

„ „ KAMÁLUDINKHÁN ... Extra Clan Prize.

„ „ BHÁNWÁLA ... ... Drawing Prize.

CLASS III.

Subjects.	English.	History and Geography.	Mathematics.	Science or Classical Language.	Vernacular.	Drawing.	Total.	Remarks.
Full Marks	250	200	150	100	250	50	1,000	
K. S. Rámwála of Bagasra	154	111	121	44	146	28	604	
„ „ Prákramsinhji of Nándod ...	162	116	103	36	138	33	588	
„ „ Narsinhdevji of Dharampur ...	135	127	114	40	113	36	565	
„ „ Gagubha of Rájkot	111	126	74	30	121	38	500	Fails in Science and Páthmála.

Prize-Winner :—K. S. Prákramsinhji ... ... Diamond Jubilee Prize.

CLASS IV.

Subjects.	English.	History and Geography.	Mathematics	Science or Classical Language.	Vernacular.	Drawing.	Total.	Remarks.
Full Marks	250	150	150	100	250	100	1,000	
K. S. Jorávarsinhji of Láthi ...	172	108	74	66	174	65	659	
„ „ Gagubha of Panch-Devda ...	174	114	74	44	172	77	655	
„ „ Pravinsinhji of Bánsda ...	178	103	62	40	156	81	620	
„ „ Pratápsinhji of Láthi ...	164	118	50	36	164	87	599	
„ „ Kánthadvála of Jetpur ...	151	73	50	42	124	61	501	
„ „ Bháratsinhji of Mália ...	144	100	54	30	106	45	479	Fails in Science.
„ „ Amráwála of Bagasra ...	128	61	60	33	111	56	449	

Prize-Winners :—K. S. Gagubha of Panch-Devda ... Diamond Jubilee Prize.

„ „ Pratápsinhji ... ... Extra Class Prize.

CLASS V.

Subjects.	English.	History and Geography.	Arithmetic.	Science.	Vernacular.	Drawing.	Total.
Full Marks	250	150	200	50	250	100	1,000
K. S. Punjáwála of Navánia ...	211	111	198	38	199	78	745
„ Kanaksinhji of Sáyla	204	102	148	42	174	66	736
„ Dánsinhji of Lodhika	145	60	150	35	141	69	600
„ Natwarsinhji of Bánsda ...	152	88	90	40	153	40	596
„ Amráwála of Luni	170	71	132	30	126	61	590
„ Jamiatkhánji of Bálásinor ...	174	71	68	38	147	50	548

Prize Winners:—K. S. Punjáwála ... ... Diamond Jubilee Prize.

K. S. Kanaksinhji ... ... Extra Class Prize.

CLASS VI.

Subjects.	English.	History and Geography.	Arithmetic.	Vernacular.	Drawing.	Total.	Remarks.
Full Marks	200	150	200	250	100	900	
K. S. Karansinhji of Sáyla	130	105	115	142	85	577	
„ , Prathiráj of Rájpura	125	84	64	89	78	440	Fails in Páthmála.
„ „ Harichandrasinhji of Muli ...	138	36/75	119	132/200	37	462/775	
„ „ Prabhátsinhji of Sháhpur ...	115	41/75	78	125/200	67	426/775	
„ „ Ajitsinhji of Gadhka	82/165	31/75	76	126/200	10	325/740	Fails in Drawing.
„ „ Shivsinhji of Kothária ...	63/115	37/75	126	99/200	53	378/690	
„ „ Jiwansinhji of Kothária ...	43/75	30/75	22	63/100	39	197/550	Fails in Arithmetic.

Prize-Winner:—K. S. KARANSINHJI ... ... Diamond Jubilee Prize.

ANNEXURE J.

GENERAL TIME TABLE of Out-Door Exercises.

Days.	Morning.		Evening.		Masters in charge.
	1st and 2nd squads.	3rd and 4th squads	1st and 2nd Squads.	3rd and 4th Squads.	
Monday	Formation	Riding School ...	Polo; Cricket nets ..	Tennis	Mr. Turner and Daffedár ... ... Morning. Mr. Kavi, Mr. Vevai ... ... } Evening. K. S. Vajubha (S) K. S. Vajubha (L) ... }
Tuesday	Sports Practice ...	Sports Practice ...	Tennis	Cricket nets	Mr. Turner, Mr. Kázi, Mr. Cursedji ... } Morning. K. S. Vajubha (S), K. S. Vajubha (L) ... } Mr. Turner, Mr. Thákore ... ... } Evening. K. S. Vajubha (S), K. S. Vajubha (L) ... }
Wednesday ...	Tent pegging on Race Course		Football	Football	Mr. Turner and Daffedár ... ... Morning. All Masters ... ... Evening.
Thursday... ...	Cross Country riding and Coursing		Polo; Cricket nets ...	Tennis	Mr. Turner and Daffedár ... ... Morning. Mr. Thákore, Mr. Kavi, Mr. Vevái ... ... } Evening. K. S. Vajubha (S), K. S. Vajubha (L) ... }
Friday	Football for all		Tennis and Racquets ...	Cricket nets	Mr. Turner and Mr. Kázi ... ... Morning. Mr. Vevái, K. S. Vajubha (S) ... ... } Evening. K. S. Vajubha (L) ... ... }
Saturday	Formation	Riding School ...	Football	Football	Mr. Turner and Daffedár ... ... Morning. All Masters ... ... Evening.
Sunday	Cross Country riding and Coursing		Tennis and Racquets ..	Sports and Practice ...	Daffedár ... ... Morning. Wing Masters ... ... Evening.

ANNEXURE K.

RÁJKUMÁR COLLEGE.

DAILY ROUTINE—1906-07.

Morning Bells 5-30 or 6-30 A. M.
Morning Exercise 6-7 or 7-8 A. M. } According to season.

8-10 A. M. These hours are given to bath and Break-fast, the private religious observances of the Kumárs and perparation of lessons for the day. The Musahebs are present with their Kumárs all the time.

SCHOOL HOURS.

Mondays } Morning school 10 A. M.—1 P. M.
Tuesdays } Afternoon school 2—4-15 P. M.
Thursdays } Lessons of ¾ hours each and the last one of ½ hour.
Friday } 1—2 P. M. Recess hour.
Wednesdays
Saturdays } School 10 A. M.—1-30 P. M. Lessons as in whole school days.

Evening Games from 5—6 P. M. or 6—7 P. M. according to the season.

On Wednesdays and Saturdays from 2-30—6-30 P. M. or 7 P. M. according to season.

6-30– 7-30 P. M. or 7—8 P. M. (according to season) Dinner Hour.

7-30—8-30 P. M. or 8—9 P. M. (according to season) Evening preparation in the College Hall.

Boys retire to bed at 9 or 9-30 P. M. and all lights are extinguished at 9-30 or 10 P. M. according to season.

The marks given in the Class are added up at the close of each week and the Kumárs take their new places in Class every Monday morning.

SUNDAY'S ROUTINE.

6-30—7-30 A. M. Riding (time according to season).

7-30—10-0 A. M. Bath, Break-fast, games in quadrangle and reading.

10-0—11-0 A. M. Sword exercise and foot drill.

11 A. M.—1 P. M. Music and Drawing.

1 P. M.—2-30 P. M. Recess.

2-30— or 3-30 P. M. Library.

3-30—4 P. M. Religious lecture.

4-0—5-30 P. M. Recess.

5-30—6-30 P. M. Games.

7-30—8-30 P. M. Library.

No. 86 of 1908-09.

From

C. Mayne, Esquire, M. A.,

Principal, Rájkumár College.

To

The Agent to the Governor

in Káthiáwár.

Rájkumár College:

Rájkot, April 16th 1908.

Sir,

I have the honour to submit my Annual Report on the working of the Rájkumár College for the year 1907-08.

The Staff.

2. Mr. C. D. Master, Wing Master in charge of the South Wing, went on 2 yèars' leave without pay on July 6th 1907 and was succeeded by Kumár Shri Vira Wála of Bagasra on probation, whom I have recommended for confirmation in his appointment in my No. 1135 of March 21st 1908.

Kumár Shri Vijaysinhji of Sáyla, Wing Master in charge of the North Wing, went on 6 months' leave without pay on October 22nd 1907 and was succeeded by Mr. M. P. Patel, who reverted to the College service.

Mr. Jayáshanker Wághji, Music Master, went on 2 years' leave without pay on 10-3-07 and his place was taken by Mr. Gangárám B. Achrekar, a student of the Poona Gáyan Samáj.

Mr. R. D. Patel, 1st Assistant Master, was granted a further year's extension of service.

Mr. J. T. Turner, was confirmed in the Indian Educational Service by Government Resolution No. 162, Educational Department, dated 25th January 1908.

There have been no other changes in the staff during the year under report.

College Roll.

3. The number of Kumárs on the roll at the end of last year was 39. During the year 10 Kumárs joined, and 7 left the College, while 1 died. The total number on the roll at the end of this year is 41.

Withdrawals.

Annexure B. gives the names of the 7 Kumárs withdrawn during the year, their ages, States and the period of their residence in the College. Two, Kumár Shri Gulám Jiláni of Wái and Kumár Shri Vira Wála of Bagasra, were

withdrawn on account of their having obtained Diplomas; one, Kumár Shri Ahmed Khán of Sachin, to join the Imperial Cadet Corps; two, Kumár Shri Ráning Wála of Jetpur and Kumár Shri Gagubha of Rájkot for financial reasons; and two, Kumár Shri Prathiráj of Rájpara and, Kumár Shri Ajitsinhji of Gadhka, because it was thought that in point of education they would not benefit by a longer stay at the College. I regret to say that, Kumar Shri Surajmal of Pál succumbed to tuberculosis at his home during the summer vacation.

Admissions.

Annexure C. gives full particulars as to the 10 Kumárs who joined during the year.

Distribution of the College Roll.

The distribution of the College Roll is now as follows :—

(*a*) Káthiáwár States and Tálukás.

Bagasra	...	...	...	...	2
Mánávadar	...	...	...	...	1
Dhrol	...	...	...	...	2
Jetpur	...	...	...	...	2
Bilkha	...	...	...	...	1
Láthi	...	...	...	...	2
Pánch-Devda	...	...	...	...	1
Mália	...	...	...	...	1
Navánia	...	...	...	...	1
Sáyla	...	...	...	...	2
Luni	...	...	...	...	1
Lodhika	...	...	...	...	1
Muli	...	...	...	...	1
Kothária	...	...	...	...	2
Sháp ur	...	...	...	...	1
Gavridad	...	...	...	...	1
Jámnagar	...	...	...	...	4
					26

(*b*) Rewa Kántha Agency.

Rájpipla	...	...	...	...	2
Bálásinor	...	...	...	...	1
Sanjeli	...	...	...	...	1
				Total ...	4

(*c*) Pálanpur Agency.

Rádhanpur	...	...	...	1
			Total ...	1

(*d*) Surat Agency.

Bánsda	2
Dharampur	1
Total ...	3

(*e*) Southern Mahrátta Country.

Sángli	2
Miraj (Junior)	1
Rámdurg	1
Total ...	4

(*f*) Dhárwár Agency.

Sávanur	2
Total ...	2

(*g*) Sholápur Agency.

Akalkot	1
Total ...	1
Grand Total ...	41

During the year our numbers from Káthiáwár remained the same as in 1906-07, while our other recruiting centres yielded an increase of 2 Kumárs. As I remarked in last year's report, the cost of keeping a Kumár here is a good deal higher than at the other Chiefs' Colleges. This is largely owing to the high rate of fees levied, a subject I propose to deal with in its proper place. Mr. Giles, late officiating Director General of Education in India, impressed upon me again this year at his inspection the necessity of increasing our numbers, if we wish to be able to continue competing on equal terms, with the other Chiefs' Colleges, and I entirely agree with him. It is a subject which should engage the earnest attention of the College Council at the earliest possible opportunity. I understand that some of our prominent Chiefs are anxious to do nothing which will tend to lower the status of the College, a feeling with which one is bound to sympathize. At the same time I venture to think that the advantages of an increase in numbers should be impressed upon the College Council, especially when the increase would involve little or no addition to the present Staff and, so far as I can see, no additional expenses beyond that of providing the required accommodation. A College of 60 or 70 Kumárs would have the chance of attaining a far higher general level of efficiency than one of 40. Of this I am convinced, and while fully sympathizing with those who wish to preserve our status, I venture to think that such a gain will be more than counter-balanced by the advantages to work, play and general corporate life, accruing from increased numbers. We are losing some of our Deccan Kumárs this term and at present I have not heard of any new entries from that part of the country. It is true that Káthiáwár is a

long way from the Deccan and that the vernaculars are not the same: these are disadvantages from a Deccan Chief's point of view. But they have been overlooked in many cases in the past, and I trust that we may rely on the continued active support of Government in the matter of gaining recruits for the College from that part of India.

There are 5 Mahomedans on the roll, one less than in the previous year. For the last few years the number of our Mahomedan Kumárs has been steadily decreasing. We are losing 1, possibly 2, this term and I know of no coming recruits. The outlook in this direction is not encouraging. Two of our Mahomedan Kumárs are in the 1st Class, one of them being Head boy, and another is high up in the Second Class.

Average numbers, ages and attendance.

4. The following table gives the daily average number on the College roll and the daily average number present for the last two years:—

	1906-07.	1907-08.
Daily average number on Roll	38·6	38·1
Daily average number present	34·5	32·4

Annexure D. contains a table giving the names of boys arranged according to their classes, ages, length of residence and attendance, and the maximum, minimum and average age in each class. The general attendance continues to be satisfactory. No boy has been absent without leave during the year. There have been 6 cases of prolonged absence with leave. Most of these were due to sickness, one to marriage, and one to the sickness and subsequent death of a Kumár's father.

The following table gives the average age of each class as compared with last year:—

	Diploma Class	II.	III.	IV.	V.	VI.
April 1907 ...	18·1	17·11	16·9	14·6	14·	13·1
April 1908 ...	18·1	17·10	16·5	15·2	14·5	11·9

The figures for the last two years show very little variation, the only appreciable differences being in classes IV and VI. The average age in class VI has fallen considerably owing to two Kumárs of advanced age leaving in April 1907, while in Class IV the average age has increased owing to the promotion of two rather senior Kumárs. The ages decrease proportionately to the educational standard of the classes.

Health.

5. As usual the Agency Surgeon has been responsible for the Medical charge of the College, our own Hospital Assistant dealing with all the simpler cases and giving me a report on the Kumárs' health every morning. The daily average number sick was ·8 as against ·8 last year. The Kumárs' general health continues to be very satisfactory. As above mentioned one Kumár Surajmal of Pál died during the year of tuberculosis. He was one of the junior boys, but owing to his bright, happy nature was a general favourite. In memory of him the staff and Kumárs have had his portrait painted and hung in one of the class rooms. Kumár Shri Chintámanráo of Sángli had an attack of enteric fever last Autumn and Kumár Shri Rámwála of Bagasra had measles

during the early part of 1908. With a view to prevent a recurrence of such a malady as enteric I have issued special orders that no milk and water are to be drunk that have not been previously boiled, and more care is being taken to disinfect the College gutters, and kitchen drains. "It is an ill wind that blows no body any good" and I am glad to say that on my making a representation of our need of a College Hospital, three past Kumárs, His Highness the Nawáb of Sachin, the Thákor Sáheb of Rájkot and the Rája Sáheb of Dharampur have most kindly come forward and given the money to build one. The building is in course of erection and will be a handsome addition to the College premises.

Finances.

6. The Budget Estimates for 1908-09, together with details of Establishment, are given in Annexure E. These show an excess of expenditure over receipts amounting to Rs. 3,011-10-3. Since these figures were prepared in October last fuller information as to the amount of the grant from the Government of India with arrears from 1904-05, has been supplied, and when the grant has been received in full with these arrears, I am glad to be able to state that, as far as I can see at the end of the year 1908–09 there will be no deficit to be paid by the States, no outstanding advances to be refunded, and a small balance to our credit. The advances referred to are mainly from the Provincial Treasury and were made to enable us to meet current expenses during the year when the amount of the grant was not settled. The warmest thanks of the College are due to the Government of India for their liberality in the matter of the grant and they have added to our obligations by remitting entirely the pension contribution of the staff, which formerly was always a charge on our funds: this amounts virtually to an additional annual grant of roughly between Rs. 7,000 and Rs. 8,000. In other words our financial position will be, when the grant with arrears is received, extremely satisfactory, at all events as far as current receipts and expenditure are concerned. The smallness of our Endowment Fund I have elsewhere alluded to. Of the item of increased expenditure proposed for 1908-09, I am happy to say that many have been liberally sanctioned by the States.

Income and Expenditure.

A detailed account of the Income and Expenditure of the Rájkumár College for 1907-08 is given in Annexure F. The Government Grant for the year not having been received is not mentioned in the actual receipts for 1907-08. The item Rs. 23,537-13-3 "Refund of pension contribution" was, as above mentioned, an unexpected addition to our receipts.

Expenditure from Imperial Funds.

No grant from the Government of India having been received, there is no expenditure to record under this head.

Expenditure by the States.

There is no special expenditure of this nature that is not mentioned in Annexure F.

Addition to the Endowment Fund.

There has been no addition except the annual one of the yearly interest, which is always added to the principal. The latter amounting to only Rs. 3 lakhs, the fund increases very slowly. In fact, beyond the addition of the yearly interest, no sum has been added to the Endowment Fund since the year 1891. The bulk of the fund has been subscribed by Káthiáwár States, States outside Káthiáwár, which have had Kumárs educated here, having only contributed roughly Rs. 30,000. In order that the College may be self-supporting, which the Chiefs naturally desire, as they have more than once pledged

themselves to make up any annual deficit, it appears that steps should be taken to increase our Endowment Fund, so that in time we may use the annual interest for current expenditure. This object might be gradually gained by (*a*) putting into force Resolution 5 of the Kárbháris Meeting held on August 25th 1897, as I have before suggested, a resolution to the effect that "every young Chief or Heir-apparent should on leaving the College make a donation to the Endowment Fund" and by (*b*) inviting Government to aid us in inducing Bombay Presidency States interested in the College, both inside and outside Káthiáwár, to increase their contributions, where they have already subscribed and to send us a donation, where none has been so far given. The urgent need of increasing our Endowment Fund has led me to write rather fully on the subject and I venture to think that both schemes that have suggested are worthy of a trial.

Fees.

The actual amount of fees received from Kumárs in 1907-08 was Rs. 31,143-15-8 against Rs. 30,000 estimated. This shows an advance of Rs. 2,580-0-4 on the fees collected in 1906-07. The chief reason for this increase is that there has been a slight rise in the numbers of Kumárs. Last year the Kárbháris at their Meeting resolved to put an end to the concession of a Rs. 25 per mensem fee allowed since 1903 to certain Kumárs. The net result of this step so far has been that the College has already lost 3 Kumárs, whose fees would have amounted to Rs. 900 during the year. On the other hand the Kumárs, originally paying Rs. 25 per mensem, who remained at the increased fee of Rs. 50 per mensem have added Rs. 1,500 to the fee receipts, which therefore benefitted by the change to the extent of Rs. 600. Whether it is worth while for so small a gain to lower our already small numbers to such an extent is a doubtful point and demands the earnest consideration of the College Council. It is quite probable that next year will witness a loss of several Kumárs and of another Rs. 1,800 in fees unless the Council again allows the Agent to levy a Rs. 25 fee where necessary at his discretion. As pointed out above our fees are very much higher than those levied at the other Colleges: at Ajmer and Indore, for instance, Kumárs only pay Rs. 50 per annum in this respect, while our highest fee is Rs. 2,400 and lowest Rs. 600 per annum. The main reason for the lowness of our fees at present is the same as last year, viz. the small number of Kumárs from 1st and 2nd Class States attending the College. We trust this is only a temporary matter. When more States of these Classes are represented there is every prospect of our fees amounting to at least Rs. 40,000 a year again, as they often used to do; such a sum with the Government grant will make the College more than self-supporting, as the Government of India, in addition to giving us Rs. 24,966 a year, have also remitted the payment of any pension contribution on the staff which was formerly paid out of College Funds: this is virtually equivalent to an increased grant of roughly Rs. 7,000 or Rs. 8,000 per annum. This remission of the payment of pension contribution was made after my last year's report was written, and the result of this increased liberality on the part of the Government of India will be that, as long as our numbers are preserved and the fees do not drop any lower than they are at present, I trust that there will be no further annual deficits to be paid by the States. This being the case, I hope that the Council, when the matter is put before them will see that they can afford to be liberal, and allow a reduced fee of Rs. 25 to be levied occasionally from a Kumár or Kumárs, whose only bar to being admitted to the College is the high amount of fees.

Athletic Fund.

Provision is made in the Budget for this, Rs. 800 a year being granted for the purchase of articles needed for games. This provides a nucleus, which the Kumárs generally make use of, while they provide for any special article they may require out of their own pockets.

Temple Fund.

The Kumárs continue to attend temples and mosques in the vicinity of the College, as we have none of our own. Just as the chapel of an English Public School plays an important part in the boys' lives, I think that the addition of a temple and mosque to our equipment would have most beneficial results.

Improvements made and projected Gifts.

Swimming bath.

7. Last July the "Ranjitsinhji Swimming Bath" was by the generosity of His Highness the Jám Sáheb, completed and declared open by the Agent to the Governor in Káthiáwár. As I prophesied last year it has proved a handsome addition to the College buildings ; its utility is increasingly apparent as there are now very few Kumárs who are not very fair swimmers, while the prognostications that it would be a fertile source of chills and fevers have so far proved completely untrue. Swimming is a very fine form of exercise and its effects are evident in the improved physique of the boys. The College Gymnastic Instructor does the work of Swimming Instructor also.

Hospital.

Owing to the liberality of three past Kumárs, His Highness the Nawáb of Sachin, the Thákor Sáheb of Rájkot, and the Rája Sáheb of Dharampur, the College will soon be in possession of a handsome Hospital building.

I must thank these gentlemen one and all most heartily for their ready response to my appeal for a cause, the necessity of which was becoming increasingly apparent. The designs of the building will be in keeping with those of the Gymnasium and Swimming Bath which are in the vicinity; the Hospital will contain two wards, entirely separated from each other, and the work is in the skilful hands of Mr. H. S. Davies, Agency Engineer, Káthiáwár. Should more subscriptions be forthcoming in the future, the site is large enough to include quarters for two Nurses.

New Porch to Vice-Principal's bungalow.

Lastly the Vice-Principal's bungalow has been much improved by the addition of a new porch.

Portrait of K. S. Surajmal of Pál.

A portrait in oils of this deceased Kumár has been presented by the staff and Kumárs and hung in the first class room.

Library.

A few new books have been added to the Library, including the new "Times" publication "The Historian's History of the World."

Presents.

The Chief of Jath, a past Kumár, has presented us with two new Miniature Martini-Henry Rifles, and with new sets of billiard and pyramid balls, while Kumár Shri Indrasinhji of Bánsda has very kindly paid for the completion of the repairs to the Billiard Table.

Prizes.

The Thákor Sáheb of Rájkot, another past Kumár, presented a handsome Cup for a Kumárs' Race at the 1908 Káthiáwár Meeting, which he most generously intends to give for 10 successive years, and the staff are giving a Cup to be won annually by the best swimmer among the boys.

Requirements.

Laboratory appliances.

8. We are still in need of funds to bring our Laboratory upto date and I have asked the States to sanction a special grant of Rs. 1,000 for this object

in the next year's budget. Mr. Hesketh, who has again examined the Kumárs this year, reports that our supply of apparatus for ordinary chemical and physical experiments is very inadequate. (Rs. 1,000 has been since granted.)

Library. Owing to our grant being increased by Rs. 100 per annum, a few new books have been added and others are being bought from reappropriations. We are very grateful for the increase that has been allowed to us.

Garden. We still require additional labour in this direction and a skilful head gardener is still a desideratum. During the year I have been obliged to restock the rose-garden, for which object Rs. 100 were spent on new rose-trees from Poona. Owing to increased garden receipts, mainly from the sale of lucerne, this expenditure could be met. I am also spending Rs. 50 on the purchase of artificial manure as an experiment. The garden has been very efficiently superintended during the year by Kumár Shri Vira Wála, South Wing Master, to whom the credit for the increased receipts is mainly due, but the latter would be considerably larger if more labour were employed.

Sanitarium. This subject has been mentioned above in paragraphs 5 and 7.

Racquet Court. Repairs are still much needed.

Lighting. The system of lighting the College Hall has been much improved by the addition of two 'Wonder Lamps,' for which a special grant of Rs. 125 was sanctioned. New lamps are required for the verandah of the Wings to replace the Cocoanut-Oil lamps, which are expensive and inadequate.

Fire Insurance. I have again proposed a sum of Rs. 400 for this purpose in the coming year's budget, which I trust will be passed. The need is a most pressing one. (This has since been passed.)

School Work.

Recognition of Diploma by Universities. 9. The Bombay University is still unwilling to recognize our Chiefs' College's Diploma as equivalent to its Matriculation Examination. The result of this is that a Kumár, who obtained a Diploma with honours last year, and is now leaving the College to work at an Arts College, has to join the Allahábád University instead of the one situated in his own Presidency. This seems somewhat anomalous.

Curriculum for 1907-08. The course of studies for the year followed the lines laid down by the conference held at Ajmer in March 1904; it is shown in Annexure G. together with the Time Table and a Table showing the number of boys following the different courses. The opinion that, judging by our experience here, I ventured to hazard in my last year's report, viz., that all the Colleges were finding the 1904 curriculum too extensive and exacting has proved to be correct, and the Government of India ordered a Meeting of the Principals at Ajmer last October to propose modifications. The proposals were embodied in a joint report of which the Government of India have since almost in toto expressed their approval. These changes will come into force from June 1908 and the Diploma Examination of 1909 will be conducted in accordance with the modified curriculum. The principal changes are (1) The omission of Drawing and compulsory Geometry, (2) Simplification of the Arithmetic, English History and Indian History Courses. Minor changes proposed by

the Principals, which will make the courses of the Colleges, save in the matter of Vernacular, practically identical, were also approved by the Government of India. Of the special subjects for Young Chiefs, that of Land Revenue continues to present many difficulties owing to a lack of suitable text-books.

Distribution according to Classes.

Diploma Class—6 boys, two of whom have Diplomas already, one has just left to study in England, and one is not appearing in this year's Examination owing to his work having been interrupted by a serious illness.

Class	II	...	...	8	boys.
Class	III	...	...	7	„
Class	IV	...	...	6	„
Class	V	...	...	6	„
Class	VI	...	...	8	„
			Total...	41	„

Half yearly Examination.

This was held in September last by the College Staff. The marks for this Examination are considered in addition to those obtained at the Annual Examination in awarding Prizes.

Annual Examination.

As my last year's report could not contain the Examiner's Reports on the Diploma Examination of 1907 I venture to refer to them here. In all 21 candidates were presented from Rájkot, Ajmer and Láhore, and our four representatives were 3rd, 4th, 6th and 8th in the final order. I was informed by one of the Examiners that the average of our candidates was the highest of all the Colleges, but I fear that with our small numbers it will be a long time before we reach such a standard again. This year we are unfortunate in that our best Kumár has been removed from the College for study in England before the Examination. I venture to quote from the Examiner's General Reports for 1907 "the English written papers generally were of a very high level of excellence." Mr. Giles also remarks "the papers in English History were better (than those in Indian History and Geography) especially at Rájkot and Láhore." Again "The whole test is undoubtedly considerably superior to the Entrance test at the Indian Universities. In the very important subject of English the better Diploma candidates are up to the standard of the Intermediate Examination, while the English composition of a select few would be creditable to a University Graduate."

This year we are presenting 2 Kumárs only in the Diploma Examination, but this report, being due on May 1st, cannot contain the marks assigned by the Examiners. But, as was the case last year, we have been allowed to assign our own marks to the papers of the Diploma Candidates in order to be able to place them relatively in their class at the end of the School year and to settle the recipients of Prizes. The examination results of classes II to VI given below have been assessed here and are final results. Annexure I. shows the results of the present Examination, obtained in the manner above-mentioned in all subjects, and the award of Prizes, which are given on the year's work, including the September 1907 (terminal) and April 1908 (annual) Examinations.

Diploma Class Results.

All Kumárs passed in all subjects :—

SUMMARY OF RESULTS OF EXAMINATION.

Class.	Number of Boys in Classes.	Number examined.	Number passed in all subjects.	Number failed in one or more subjects.
Diploma Class... ...	6	3	3	...
Class II ...	8	8	6	2
,, III ...	7	6	3	3
,, IV ...	6	5	5	...
,, V ...	6	6	4	2
,, VI ...	8	8	7	1

Altogether 36 Kumárs were examined. Out of these 28 passed in all heads, *i. e.*, nearly 77·7 per cent.

Inspection.

Mr. Giles, late officiating Director General of Education ended his work in India by inspecting us in March last, and it was a source of great gratification to us that one, who had known the College for so long should close his official life by a visit to the Rájkumár College. He examined each class orally and saw the boys in all their branches of Athletics. His Inpection Report will doubtless be embodied with the Examiner's report on the Diploma Examination of 1908. Last year's report could contain no mention of his Inspection Report for 1907, as the latter was not received in time. Lest any who are interested should remain ignorant. I venture to quote one or two of Mr. Giles' remarks in this connection. He says that an expansion of our numbers is 'most desirable' (*vide* para 3 'Distribution of the College.') Again "The next three classes (*i. e.*, V, IV, III) containing six, seven, and four boys respectively, were generally well instructed—in Class VI there were seven boys in five different stages of English and Vernacular—in Class II there were ten boys whose knowledge of English was excellent. I have nothing but praise to give as regards their out-door life, and their manners in and out of school are exceedingly pleasant and attractive. I may record my opinion that the College fully maintains the high reputation which it has earned in the past." On the other hand Mr. Giles criticized our teaching of Arithmetic and Science in some classes rather less favourably. This we are endeavouring to rectify.

Curriculum for 1908-09.

This is based on the 1904 Curriculum (*vide* Annexure J.) as modified by the proposals of the Principals alluded to in paragraph 9, 'curriculum for 1907–08,' which have been approved by the Government of India. I feel confident that the effect of the changes will be a less incidence of work on the boys without any detriment to any particular subject.

Post Diploma Course.

Since last year's report was written the opinions of the College Council have been invited on the necessity of a Post-Diploma Course for our Kumárs. I have not heard what the opinion of the majority was. My own opinion remains the same as it was last year, *viz.* that as long as we remain exclusive and

our numbers small, such a Post-Diploma Course is not required. I beg to refer you to my No. 824 of December 10th of 1907. As far as I can see, any case of a Kumár here desiring to go in for the full 3 years' Post-Diploma Course, which presupposes his obtaining a Diploma as young as 16 years of age, will be most exceptional. At the most occasionally there might be a boy whose parents would like him to spend one year in this way; for such a Kumár the first year's curriculum of the Post Diploma Course as being tried experimentally at Ajmer now might be tried here, and as I pointed out in my letter referred to above, the existing staff could cope with this with the exception of the Head "Administration," for which special expert instruction would be required. Diploma candidates are of two classes, those who are Minor Chiefs or Heirs Apparent, and those who as younger sons will have a Girás and may have to make their way in the world. For a boy of the former class I am still of opinion that, unless he gets his Diploma very young, necessarily an exceptional case, he would be more benefitted by instruction in practical administration from a specially selected Officer than by remaining at College in a Post-Diploma Course, while there are so few boys of the latter class here, and of that minority so few are likely to obtain a Diploma young, that for such the necessity of a Post-Diploma Course may almost be reckoned as non-existent, certainly at present, and in all probability in the future also. Finally I question the desirability, from the point of view of discipline, of allowing boys, who have finished their course and obtained a Diploma, to remain on at the College for possibly another 3 years.

Religious Instruction.

The arrangements remain the same as last year. The Hindu Kumárs' prayers are conducted in their own rooms and the College Shástri lectures every Sunday afternoon. The Kázi superintends the Mahomedan daily Nimáz and lectures on Sundays. Mosques and Temples in the vicinity of the College are visited on special occasions.

Out-door life.

10. Enthusiasm for games and exercise of all sorts continues. Since the Swimming Bath was opened in July last nearly every boy in the College has become a swimmer. Bathing is indulged in once a day except during the cold winter months. I am much indebted to the Vice-Principal, Messrs Kavi, Kázi, and Kumár Shri Vira Mulu Wála for their constant and ready help in the Kumárs' Games.

Cricket.

In all 11 matches were played of which 4 were won, 2 drawn, and 5 lost. The staff do not assist the boys in matches. Kumár Shri Abdul Majidkhán of Sávanur proved a very keen and successful Captain. The Rájkot Challenge Shield was won by the South Wing.

Foot ball.

In all 6 matches were played out of which 4 were won and 2 lost. The Mánávadar Challenge Cup was won by the South Wing. Kumár Shri Umedsinhji of Dhrol was a successful Captain. The juniors have had some good matches with boys' teams from Rájkot.

Athletic sports.

The competition for the Kennedy Challenge Shield was held on April 15th the shield was won by the South Wing, who won almost all the events in the Athletic Sports. Kumár Shri Jaláludinkhánji and Kumár Shri Shivaysinhji between them carried off all the open events.

Inter College Tournaments.

The Mayo College kindly invited us again last year to compete in Tournaments with them and the Aitchison College. We were unfortunately unable

to go. Had we done so I fear that with our far smaller numbers we should not have met with much success, though we could quite hold our own with schools of our own size.

Inter-Wing Tournaments.

Cricket, Football and Athletic Tournaments have been held as usual and marked by the usual keenness and enthusiasm.

Tennis Matches.

The only Tennis Matches played have been against the past Kumárs at the Annual Old Boys' Gathering (see below). The Tournaments with the Tálukdári Girásia School, Wadhwán, could not take place (at the appointed date) on account of the weather, and no other date was available.

Mounted Cadet Corps.

Kumár Shri Mádhavráo of Miraj Junior has made a smart and energetic Squadron Commander for the greater part of the year: he was ably supported by Kumár Shri Abdul Majidkhán as Right Troop Leader, Kumár Shri Chitámanráo, as left Troop Leader and Kumár Shri Vijaysinhji, as Adjutant. During the last month or so the vacancies caused by the absence of Kumár Shri Mádhavráo and Kumár Shri Chintámanráo have been successfully filled by Kumár Shri Kamáludinkhán and Kumár Shri Umedsinhji. The Squadron has done escort duty once during the year when they escorted His Highness the Mahárájáh of Kolháp̃ur, a past Kumár, on his visit to the College in January last. Duffedár Rupsingh of the Bhávnagar Imperial Service Lancers has been their Instructor during the year. The Officers' Challenge cup, presented by Mr. P. Hide, now Principal, Daly College, Indore, formerly Vice-Principal here was won by Kumár Shri Mádhavráo of Miraj Junior. The Tent-pegging-Challenge Cup, presented by Kumár Shri Gumánsinhji of Mália, a past Kumár, was won by Kumár Shri Abdul Majidkhán of Sávanur, and the Junior Parade Cup, presented by Kumár Shri Abdul Majidkhán, fell to Kumár Shri Natwarsinhji of Bánsda, after a keen competition, in which he only defeated Kumár Shri Abdul Rahimánkhán by one mark. A time-table of out-door exercise is given in Annexure K. This necessarily varies owing to season.

Boarding Houses.

11. The arrangements remain as before, the Kumárs living in the North and South Wings of the College Quadrangle, in charge of Wing Masters, who are always on the spot at night and at stated times, *i. e.*, when the Kumárs are not in school, during the day. The two Officers in each Wing are very helpful in maintaining discipline. The Mahomedan and Káthi Messes continue to progress and during the year a Rajput Mess has been formed consisting now of ten Kumárs. Joining a Mess is voluntary and I am glad to say that complaints are rare and that the movement is far more popular than it was at first. There is no doubt about the economy of the system and as the Messes increase in size this point will be more noticeable. I desire to tender my thanks to the parents and guardians of the Kumárs who have consented to waive their objection to a Messing system. There are 5 empty sets of quarters.

Conduct.

12. The general behaviour of the Kumárs has been very satisfactory throughout the year and there has been only one case of serious misconduct. I attribute this a good deal to the influence of the 4 Squadron Officers who correspond to Prefects in an English Public School, and who are every term becoming more alive to their responsibilities. Kumár Shri Abdul Majidkhán as Head boy and Kumár Shri Mádhavráo of Miraj Junior, as Squadron Commander deserve particular commendation in this respect.

13. Two Kumárs joined the Imperial Cadet Corps in May last, Kumár Shri Gulám Jiláni of Wái and Kumár Shri Ahmedkhán of Sachin. I am informed that the former came out first in the first year's examination, which is just over. I regret that we have no Kumárs to send to the Corps in May next. Imperial Cadet Corps.

Other Note worthy Events.

14. This took place in July last year, the Prizes being presented by P. S. V. FitzGerald Esquire. C. S. I., Agent to His Excellency the Governor, in Káthiáwár. The programme included a number of Recitations and a performance of "The Trial Scene from Pickwick'. Kumár Shri Abdulmajidkhán was awarded a Diploma with Honours. The College Hall was well filled, a very large number of past Kumárs being present. Annual Prize giving.

A meeting of the College Council was called for 20th March last, but no business could be transacted as only 3 Chiefs were present and the Rules demand that there cannot be a quorum unless there are 4 Chiefs among the number. Accordingly the opinions of Members on the Agenda were invited by letter. The following are the present Members of the College Council. Council.

President.

1. His Excellency the Governor of Bombay.

Vice-President.

2. The Agent to H. E. the Governor, in Káthiáwár (*ex-officio*).

Members nominated by Chiefs.

3. His Highness the Thákor Sáheb of Gondal, G. C. I. E.
4. His Highness the Ráj Sáheb of Dhrángadhra.
5. His Highness the Rána Sáheb of Porbandar.
6. The Ráj Sáheb of Vánkáner.
7. The Thákor Sáheb of Dhrol.
8. The Thákor Sáheb of Wadhwán.
9. The Chief of Vadia.
10. Ázam Vála Mulu Surag of Jetpur.

Members nominated by Government.

11. The Judicial Assistant to the Agent to the Governor, Káthiáwár (*ex-officio*).
12. Major Wodehouse, Politioal Agent, Jhálawád.
13. Major Beale, Political Agent, Gohilwád.
14. Political Agent, Hálár (*ex-officio*).
15. The Principal Rájkumár College (*ex-officio*).

This was held in July last at the time of the Annual Prize Giving. The attendance of Old Boys, *viz.* 41 was, I fancy, the largest on record. In spite of the bad weather the various games were all finished, the Old Boys winning the majority. These annual Meetings of past and present are most interesting, besides being helpful to the life of the College in every way, and to judge of the numbers of past kumárs that come, they are becoming increasingly popular. Old Boys' Gathering.

Distinguished Visitors.

Among prominent Old Boys who have visited the College during the year are the following;—His Highness the Máhárájáh of Kolhápur, His Highness the Jám Sáheb of Jámnagar, His Highness the Ráj Sáheb of Dhrángadhra, the Rája Sáheb of Dharampur, the Chief of Játh, the Ráj Sáheb of Wánkáner, the Thákor Sáheb of Rájkot, the Thákor Sáheb of Wadhwán, &c. Other distinguished visitors have been His Highness the Máhárájáh of Idar, the R. C. Archbishop of Bombay, the Director-General of Education in India, the Major-General Commanding the Mhow Division, Mr. Chinubbái Mádhavlál C. I. E., and the Diván Sáheb of Bhávnagar.

Installation.

No less than five past Kumárs have been installed during the year. Their names and titles are :—

His Highness Ibráhimkhán, Nawáb of Sachin.

Rámráo Amritráo Dafle, Chief of Játh.

Thákor Sáheb Lákháji Báwáji of Rájkot.

Khán Sáheb Fattedinkhán, Chief of Mánávadar.

Thákor Joráwarsinhji of Chuda.

At the present moment another past Kumár, Kumár Shri Ranjitsinhji of Bária, is awaiting his installation as Rája of Bária. Large parties from the College were present at the Rájkot and Mánávadar Installation.

Obituary.

I regret to say that during the year five past Kumárs have been removed by the hand of death, namely K. S. Akheráj of Vala, Sheikh Sáheb Hussein Mia of Mángrol, Tálukdár Bhupatsinhji of Shápur, Sardár Mahomedkhán Share-holder of Sardárgadh, and Rája Mánsinhji of Bária. All of these used periodically to revisit the College and maintained their interest in its welfare, and their loss is keenly felt, while two of the numbers had sons educated here. I have already alluded to the sad death of K. S. Surajmalji of Pál, a present Kumár.

15 I cannot close this Report without recording my grateful sense of the hearty cooperation and support of my staff throughout the year. The success of our Kumárs in the last Diploma Examination (1907) was almost entirely due to their untiring efforts and it is owing to the same cause that I am able to state that the College has made favourable progress in all its departments during the year that has passed away. I believe that the staff are one and all attached to their work and I hail with satisfaction the steady growth among them of a spirit of unity, unselfishness and devotion to the best interests of the College. On the eve of leaving India on furlough I desire to thank them all very cordially and to express my conviction that the work of my successor will be much simplified by their efficient cooperation.

I have the honour to be,

Sir,

Your most obedient servant,

C. MAYNE,

Principal, Rájkumár College.

ANNEXURES.

ANNEXURE A.—List of College Staff on 31st March 1908.

„ B.—Withdrawals.

„ C.—Admissions.

„ D.—List of boys arranged according to classes, age, length of residence and attendance, maximum, minimum and average age of classes.

„ E.—Budget Estimates for 1908-09 and details of Establishment.

„ F.—Statement of Income and Expenditure.

„ G.—Schedule of work done during 1907-08, class time table and table of boys following different courses.

„ H.—Papers set for Diploma Examination.

„ I.—Detailed result of the Annual Examination.

„ J.—Curriculum for 1908-09.

„ K.—Time Table of Out-door exercises.

ANNEXURE A.

List of the College Staff.

C. Mayne Esquire, M. A. Oxford	*Principal.*
J. T. Turner Esquire, M. A. Cambridge	*Vice-Principal.*

Native Assistants.

Mr. Rustamji Dhanjibhái Patel, F. E. A.	*1st Assistant.*
„ Balwantrái Kalyánrái Thákor, B. A.	*2nd Do.*
„ Nánálál Dalpatrám Kavi, M. A.	*3rd Do.*
„ Jehángir Sorábji Vevái, B. A.	*4th Do.*
„ Badiuzzamán H Kázi, M. A.	*5th Do.*
„ Ichháshanker Prabháshanker Mehta, P. E.	*6th Do.*
„ Mansukhrám P. Patel.	*Wing Master.*
K. S. Vála Vira Mulu,	*Do.*
Mr. Prabhudás Jethálál Párekh,	*Clerk and Librarian.*

Medical Officer.

College Surgeon	*Agency Surgeon.*
Mr. Keshav B. Divatia,	*Hospital Assistant.*

Drawing and Music.

Mr. Usmán Bachal, 3rd Grade Bombay School of Art	*Drawing Master.*
„ Gungárám B. Achrekar,	*Music Master.*

Riding Master.

Daffedár Rupsing	*Bhávnagar Imperial Lancers.*

Cricket Coach.

Vacant.

Gymnast.

Daffedár Kásiprasád.	*(Not paid from College Funds.)*

ANNEXURE B.

Withdrawals during the year 1907-08.

No.	Name of boys.	Ages.		States to which they belong.	Period of their stay at the College.		Remarks.
		Years	Months.		Years.	Months.	
1	Sheikh Gulám Jiláni	18	8	Wái	6	8	
2	Kumár Shri Viráwála	19	3	Bagasra	10	5	
3	„ „ Ráningwála	17	11	Jetpur	7	5	
4	„ „ Gagubha	18	10	Rájkot	1	4	
5	„ „ Prathiráj	16	8	Rájpara	3	3	
6	„ „ Ajitsinhji	18	8	Gadhka	3	4	
7	„ „ Surajmal	14	2	Pál	4	11	Died on 26-5-1907.
8	„ „ Ahmedkhán	19	7	Sachin	3	8	

ANNEXURE C.

Admissions during the year 1907-08.

Number.	Name of Boys.	Names of Parents.	States from which they come.	Date of joining.	Ages at the time of joining.		Remarks.
					Years.	Months.	
1	Rája Shri Fatehsingráo	Rája Shábaji of Akalkot	Akalkot	15th June 1907...	12	9	
2	Kumár Shri Bhupatsinhji	Sajjansinhji	Wántávadar Dhrángadra.	17th June 1907...	9	6	
3	Kumár Shri Shivaysinhji	Devisinhji	Sarodar, Jámnagar.	Do. ...	16	7	
4	Kumár Shri Pratápsinhji	Jeevansinhji	Do. do. ...	Do. ..	12	9	
5	Kumár Shri Dájirái	Chandrasinhji	Loons, Jámnagar.	Do. ...	16	5	
6	Kumár Shri Abdul Rahimánkhán ...	Sardár Abdul Karimkhán	Sávanur	17th November 1907.			
7	Kumár Shri Rámráo	Meherbán Venkatráo Bhave	Rámdurg ...	Do. ..	12	1	
8	Kumár Shri Bhavánísinhji	Kumár Shri Dipsinhji	Gavridad ...	2nd January 1908	13	2	
9	Kumár Shri Abhelwála	Ázam Vála Vájsur	Jetpur	6th January 1908	11	1	
10	Kumár Shri Pushpsinhji	Thákore Sáheb Partápsinhji	Sanjeli	31st January 1908	15	1	

ANNEXURE D.

List of Boys arranged according to classes, ages, length of residence and attendance, maximum, minimum and average age of classes.—1907-1908

Names.	Age on 31st March 1908.			How long resident in College.			Attendance from 1st April 1907 to 31st April 1908.				Maximum, minimum and average Age of classes.
	Year.	Month.	Days.	Year.	Month.	Days.	Present.	Absent with-leave.	Absent with-out leave.	Total.	
DIPLOMA CLASS.											Y. M.
K. S. Abdulmajidkhán of Savnur ...	17	5	26	7	7	1	220	19	...	239	
,, ,, Mádhavráo of Miráj (Jr.) ...	19	...	17	5	2	2	158	81	...	239	
,, ,, Vithalráo of Sángli	16	7	14	4	9	7	205	34	...	239	19–4
,, ,, Ch ntámanráo of Sángli ...	18	1	18	4	9	7	180	59	...	239	16–7
,, ,, Vijaysinhji of Rájpipla ...	18	2	1	7	2	11	224	15	...	239	18–1
,, ,, Kajmáludinkhán of Mánávadar..	19	4	13	11	2	27	227	12	...	239	
CLASS II.											
K. S. Fattehsingráo of Akalkot ...	13	7	8	...	9	16	207	12	...	219	
,, ,, Dipsinhji of Dhrol	17	9	22	7	8	30	207	32	...	239	
,, ,, Umedsinhji of Dhrol	20	10	10	7	8	30	157	82	...	239	
,, ,, Bhánwála of Bilkha	20	...	13	11	4	7	233	6	...	239	20–10
,, ,, Narsinhdevji of Dharampur ...	16	2	8	7	9	27	225	14	...	239	13–7
,, ,, Prákramsinhji of Nándod ...	18	7	30	7	2	25	231	8	...	239	17–10
,, ,, Jaláludinkhán of Rádhanpur ...	19	...	...	11	2	5	133	106	...	239	
,, ,, Rámwála of Bagasra	16	5	28	8	4	19	193	41	...	239	
CLASS III.											
K. S. Pratápsinhji of Láthi ...	16	11	11	7	7	18	202	37	...	239	
,, ,, Joráwarsinhji of Láthi ...	16	8	11	7	7	20	234	5	...	239	
,, ,, Shivaysinhji of Jámnagar ...	17	5	6	...	9	14	204	15	...	219	17–5
,, ,, Dájiráj of Jámnagar ...	17	3	12	...	9	14	206	13	...	219	14–4
,, ,, Gagubha of Panch-Devda ...	14	4	24	7	1	...	232	7	...	239	16–5
,, ,, Pravinsinhji of Bánsda ...	17	1	6	6	4	11	110	129	...	239	
,, ,, Pushpsinhji of Sánjeli ...	15	3	21	...	2	...	57	3	...	60	
CLASS IV.											
,, ,, Punjáwála of Navánia	16	4	6	3	4	14	223	16	...	239	
,, ,, Abdul Rahimánkhán of Sávnur.	14	...	...	...	4	15	110	16	...	126	
,, ,, Kanaksinh of Sáyla	16	10	20	1	9	19	208	31	...	239	17–3
,, ,, Amráwála of Bagasra	13	...	1	1	3	23	230	9	...	239	13–0
,, ,, Bháratsinhji of Mália	13	5	17	4	4	14	235	4	...	239	15–2
,, ,, Kánthadwála of Jetpur ..	17	3	7	5	...	28	192	47	...	239	
CLASS V.											
K. S. Natwarsinhji of Bánsda ...	12	9	7	2	4	9	234	5	...	239	
,, ,, Jamiatkhán of Bálásinor ...	13	4	22	3	4	17	227	12	...	239	
,, ,, Dánsinhji of Lodhika ...	18	5	25	3	8	13	237	2	...	239	18–5
,, ,, Karansinhji of Sáyla ...	16	10	20	1	9	19	189	50	...	239	12–4
,, ,, Amráwála of Luni	12	4	4	4	2	7	229	10	...	239	14–5
,, ,, Rámráo of Rámdurg	12	6	13	...	4	15	126	...	...	126	
CLASS VI.											
K. S. Harichandrasinhji of Muli ...	8	8	15	2	...	16	233	6	...	239	
,, ,' Bhupatsinhji of Jámnagar ...	10	4	6	...	9	14	210	9	...	219	
,, ,' Pratápsinhji of Jámnagar ...	13	7	...	...	9	14	208	11	...	219	
,, ,' Prabhátsinhji of Sháhpur ...	13	5	...	2	3	24	231	8	...	239	13–7
,, ,' Shivsinhji of Kothária... ...	12	10	5	1	4	...	224	15	...	239	8–8
,, ,' Jiwansinhji of Do.	10	4	2	1	1	14	219	20	...	239	11–9
,, ,, Bhavánisinhji of Gavridad ...	13	4	28	...	2	29	88	2	...	90	
,, ,, Abhelwála of Jetpur	11	4	2	...	2	26	90	...	...	90	

ANNEXURE

RÁJKUMÁR COLLEGE

RECEIPTS.

Item No.	Particulars.	Actual receipts for 1906-07	Estimated receipts as per revised budget for 1907-08.	Estimated receipts for 1908-09.	REMARKS.
	Opening balance ...	11,753 13 8	11,753 13 8	5,787 13 5	
I	Fees from Kumárs	28,889 11 8	30,000 0 0	30,000 0 0	
II	Garden Receipts	.....	300 0 0	300 0 0	
III	Miscellaneous Receipts ...	7 2 0	30 0 0	30 0 0	
IV	Contribution towards Accountant's pay	432 4 10	350 0 0	250 0 0	
V	Interest of Endowments :—				
	Sir James F. Medal 174 9 0				
	Macnaghten Medal... 174 9 0				
	Do. Jubilee Prize 174 9 0				
	Gondal Prize ... 87 4 6				
	Macnaghten M. Prize 17 7 4	628 6 10	628 6 10	628 6 10	
VI	Government Grant	.....	‡86,295 11 7	24,966 0 0	
VII	Expected refund of the Pension Contribution	.....	21,361 3 1	.....	
VIII	Deficit to be met by the States...	.....	.....	3,011 10 3	
	Advance received from the Provincial Treasury	35,768 6 7	.....	.....	
	TOTAL RUPEES...	77,479 13 7	1,50,719 3 2	64,973 14 6	

Rájkumár College, Rájkot,
October 26th 1907.

‡ For 1904–05 Rs. 11,750 9 11
1905–06 „ 24,613 1 8
1906–07 „ 24,966 0 0
1907–08 „ 24,966 0 0
86,295 11 7

E.

BUDGET for the year 1908-1909.

Item No.	Particulars.	Actual Expendiutre for 1906-07.	Estimated charges for 1907-08.	Estimated charges for 1908-09.	Remarks.
	Disbursements.				
1	Salary to College staff	48,903 15 6	37,553 13 11	49,713 1 8	
2	Pension Contribution	4,755 7 1	1,208 13 11	.....	
3	Contingencies	1,500 0 0	1,500 0 0	1,500 0 0	
	Do.	.....	.....	*300 0 0*	
4	Water charges	900 0 0	900 0 0	900 0 0	
5	Garden Establishment	881 0 0	774 0 0	774 0 0	
	Do. do. ...	.....	.....	*144 0 0*	
6	Do. Contingencies	726 0 0	726 0 0	726 0 0	
7	Conservancy Establishment ...	728 0 0	672 0 0	672 0 0	
	Do. Contingencies ...	320 0 0	320 0 0	320 0 0	
8	Library and Prizes	200 0 0	300 0 0	300 0 0	
9	Play Ground and Gymnasium ...	800 0 0	800 0 0	800 0 0	
10	Medicines	199 15 9	200 0 0	200 0 0	
	Do.	.....	.....	*100 0 0*	
11	Repairs to Buildings	2,583 2 10	2,500 0 0	2,500 0 0	
12	Engraving Marble Slab	30 8 0	50 0 0	50 0 0	
13	Medals and Prizes:—				
	Sir James F. Medal 174 9 0				
	Macnaghten Medal. 174 9 0				
	Diamond Jubilee Prize 174 9 0				
	Gondal Prize ... 87 4 6				
	Macnaghten M. Prize 17 7 4	628 6 10	628 6 10	628 6 10	
14	Quota of pension	794 5 0	1,006 6 0	1,006 6 0	
15	House rent to Hospital Assistant..	36 0 0	36 0 0	36 0 0	
16	Billiard Room Floor	.....	200 0 0	.....	
17	Lights for the Hall	.....	125 0 0	.....	
18	Refund of Advances:—				
	Endowment Fund Rs. 30,118 12 1 / Provincial Treasury Rs. 64,562 1 0	.....	94,680 13 1	.....	
19	*Repairs to Vice-Principal's Bungalow:—*				
	Servants' quarters Rs. 1,200				
	Bhangis' room „ 350	1,354 4 11	750 0 0	*1,780 0 0*	
	Superintendence Charges „ 230				
20	*Fire Insurance of the College ...*	.....	.....	*400 0 0*	
21	*Scientific Apparatus ... ...*	.....	.....	*1,000 0 0*	
22	*Gymnastic Teacher ... ...*	.....	.....	*360 0 0*	
23	*Travelling Allowance to Staff ...*	384 14 0	.....	*500 0 0*	
24	*Hamal for Bath ... ...*	.....	.....	*108 0 0*	
25	*2 Class room clocks ... ...*	.....	.....	*36 0 0*	
26	*Increase in Hospital Assistant's pay. ... ...*	.....	.....	*120 0 0*	
27	Closing balance Rs.	11,753 13 8	5,787 13 5	.....	
	Total Rupees ...	77,479 13 7	1,50,719 3 2	64,973 14 6	

C. MAYNE,

Principal, Rájkumár College.

A.

RAJKUMÁR COLLEGE, RÁJKOT, BUDGET FOR 1908-09.

DETAILS OF ESTABLISHMENT.

No.	Name.	Period.	Amount.	Total.
1	Principal, Salary ...	From 1-3-1908 to 31-12-1908 at Rs. 1,200	12,000 0 0	
	Do.	From 1-1-1909 to 28-2-1909 at Rs. 1,250	2,500 0 0	14,500 0 0
		Exchange Compensation at 6¼% ...	.....	906 4 0
				15,406 4 0
2	Vice-Principal, Salary ...	From 1-3-1908 to 5-9-1908 at Rs. 600 per mensem.	3,700 0 0	
	Do.	From 6-9-1908 to 28-2-1909 at Rs. 650	3,791 10 8	7,491 10 8
		Exchange Compensation at 6¼% ...	.....	468 3 0
				7,959 13 8
3	1st Assistant, Salary ...	From 1-3-1908 to 31-8-1908 at Rs. 325	1,950 0 0	
	Do.	From 1-9-1908 to 28-2-1909 at Rs. 350	2,100 0 0	4,050 0 0
4	2nd Assistant, Salary ...	From 1-3-1908 to 31-8-1908 at Rs. 275	1,650 0 0	
	Do.	From 1-9-1908 to 28-2-1909 at Rs. 300	1,800 0 0	3,450 0 0
5	3rd Assistant, Salary ...	From 1-3-1908 to 31-7-1908 at Rs. 225 per mensem	1,125 0 0	
	Do.	From 1-8-1908 to 28-2-1909 at Rs. 250	1,750 0 0	2,875 0 0
6	4th Assistant, Salary ...	From 1-3-1908 to 31-7-1908 at Rs. 140 per mensem	700 0 0	
	Do.	From 1-8-1908 to 28-2-1909 at Rs. 160	1,120 0 0	1,820 0 0
7	5th Assistant, Salary ...	From 1-3-1908 to 31-3-1908 at Rs. 140.	140 0 0	
	Do.	From 1-4-1908 to 28-2-1909 at Rs. 160	1,760 0 0	1,900 0 0
8	6th Assistant, Salary ...	From 1-3-1908 to 31-8-1908 at Rs. 160	960 0 0	
	Do.	From 1-9-1908 to 28-2-1909 at Rs. 180	1,080 0 0	2,040 0 0
9	Wing Master, Salary ...	From 1-3-1908 to 31-8-1908 at Rs. 130	780 0 0	
	Do.	From 1-9-1908 to 28-2-1909 at Rs. 140	840 0 0	1,620 0 0
10	2nd Wing Master, Salary.	From 1-3-1908 to 31-7-1908 at Rs. 100	500 0 0	
	Do.	From 1-8-1908 to 28-2-1909 at Rs. 110	770 0 0	1,270 0 0
11	Clerk & Librarian, Salary.	From 1-3-1908 to 31-3-1908 at Rs. 70	70 0 0	
	Do.	From 1-4-1908 to 28-2-1909 at Rs. 80	880 0 0	950 0 0
		GRAND TOTAL RUPEES...	.....	43,341 1 8

B.

RÁJKUMÁR COLLEGE, RÁJKOT.

Subordinate Staff and Menial Establishment Budget for 1908-09.

Name.		Salary.	Total.	
Surgeon	100×12	1,200		
Cricket Coach	75×12	900		
Hospital Assistant ...	30×12	360		
Farrier	25×12	300		
Riding Master	15×12	180		
Shástri	15×12	180		
Kázi	15×12	180		
Music Master	20×12	240		
Drawing Master ...	20×12	240		
Jamádár...	15×12	180		
Muccadum	12×12	144		
8 Peons ...	{4×9×12=432 4×8×12=384}	816		
9 Hamáls	9×9×12	972		
5 Pagis	5×8×12	480		
	Total Rs.....	.....	6,372	

ANNEXURE

STATEMENT showing the Income and Expenditure of the Rájkumár College

No.	Receipts.	Estimated Receipts.	Actual Receipts.
	Openiug Balance	11,753 13 8	11,753 13 8
1	Fees from Kumárs	30,000 0 0	31,143 15 8
2	Garden Receipts	300 0 0	199 0 2
3	Miscellaneous Receipts...	30 0 0	13 9 6
4	Contribution towards Accountant's pay	350 0 0	271 6 6
5	Interest of the Endowments:—		
	Sir James Ferguson Medal	174 9 0	174 9 0
	Macnaghten Medal...	174 9 0	174 9 0
	Diamond Jubilee Prize	174 9 0	174 9 0
	Gondal Prize	87 4 6	87 4 6
	Macnaghten Music Prize	17 7 4	17 7 4
6	Refund of Pension Contribution paid by the Staff upto July 1907	21,361 3 1	23,537 15 3
7	Recovery of L. Allowance of Mr. M. P. Patel through Nája Wála Estate	.....	10 0 0
8	Government Grant-in-aid	86,295 11 7	.....
9	Amount advanced from the Provincial Treasury ...	.....	22,429 5 8
	TOTAL Rs.....	1,50,719 3 2	89,987 7 3

F.

for 1907-08.

No.	Expenditure.	Estimated Expenditure.	Actual Expenditure.
1	Salary to College Staff...	37,553 13 11	46,305 5 8
2	Pension Contribution to Do.	1,208 13 11	1,218 9 11
3	Contingencies	1,500 0 0	1,666 12 9
4	Water charges	900 0 0	900 0 0
5	Garden Establishment	774 0 0	774 0 0
	Do. Contingencies	726 0 0	725 14 3
6	Conservancy Contingencies	320 0 0	311 4 4
7	Conservancy Establishment	672 0 0	672 0 0
8	Library and Prizes	300 0 0	486 1 11
9	Play Ground and Gymnasium...	800 0 0	749 13 9
10	Medicines	200 0 0	199 15 3
11	Repairs to Buildings	2,500 0 0	2,484 14 0
12	Engraving Marble Slab	50 0 0	49 14 0
13	Pension Quota	1,006 6 0	1,006 6 0
14	House rent to Hospital Assistant	36 0 0	36 0 0
15	Billiard Room Floor	200 0 0	192 10 5
16	Vice-Principal's Porch...	750 0 0	748 11 0
17	Wonder Lamps...	125 0 0	121 10 8
18	Travelling Allowance	.....	402 15 10
19	Ferguson Medal	174 9 0	174 9 0
20	Gondal Prize	87 4 6	87 4 6
21	Diamond Jubilee Prize...	174 9 0	174 9 0
22	Macnaghten Music Prize	17 7 4	17 7 4
23	Macnaghten Medal	174 9 0	174 9 0
24	Refund to Endowment Fund and Provincial Treasury	94,680 13 1	.....
	Closing Balance.....	5,787 13 5	30,306 0 8
	TOTAL Rs.....	1,50,719 3 2	89,987 7 3

ANNEXURE G.

PROGRESS OF STUDIES—1907-08.

DIPLOMA CLASS.

ENGLISH :—

Prose—Stevenson's Black Arrow Books I-IV ... ... (pp. 1-255 only)

Poetry—Shakespeare's King John complete.

For oral examination only. *Extra Prose*—Explorations of Nansen.

Translation and Retranslation (into and from Vernacular)

Composition.

VERNACULAR AND CLASSICAL LANGUAGES:—

(*a*) GUJARÁTI :—

Abhimanyu Ákhyán ... . pp. 1–87.

Composition.

(*b*) MARÁTHI:—

Shastra Rahasya Navnita

Composition.

(*c*) URDU:—

Prose—Moharibati Misro Sudan ... ... pp. 1-62.

Poetry—Musaddasi Hali ... ... pp. 24 to 47.

Composition.

(*d*) SANSCRIT :—

6 Lessons from Gole's First course.

(*e*) LATIN:—(For K. S. Vithalráo)

HISTORY AND GEOGRAPHY:—

English History—1066 to 1714 Ransome.

Indian History—Marsden's History of India, complete.

Geography—General Geography of the World.

MATHEMATICS:—

Arithmetic—Whole Lock and Lewis.

Euclid—Hall and Stevens' Book I, with easy deductions.

SCIENCE:—

Chemistry—Roscoe's Chemistry Primer, whole.

Physics—B. Stewart's Primer whole except electricity.

LAW, POLITICAL ECONOMY, AND ADVANCED MATHEMATICS:—

(*a*) *Law*—Whitworth's Law Lectures, complete.

Ten Lectures on Jurisprudence from Notes.

(*b*) *Political Economy*—First Lessons of Walker ... ... Pages 1-115.

(c) MATHEMATICS—

Mensuration—Tukárám's Mensuration, complete.

Algebra—Hall and Knight ... ... pp. 1-177.

Geometry—Euclid Books I, II, III, (pro. 15).

(with easy deductions from Books I and II).

CLASS II.

ENGLISH:—

Prose—R. Kipling, First Jungle Book ... ... pp. 1-124.

Children of the Motherland ... ... pp. 1-75, for a *viva voce* examination.

Poetry—Tennyson, Enoch Arden, ...Lines 1-617.

Recitation ... ...Linss 1-209.

Composition—Descriptive Essays.

Grammar—Full Parsing.

Páthmála—Irávati, Chapter 20 or Maráthi Series II part, whole.

VERNACULAR;—

GUJARÁTI—

Prose—Irávati ... ... pp. 1-75.

Poetry—Nalákhyán, Lines ... ... 1-563.

Composition—Simple Essays.

Grammar—Full Parsing.

Translation—Children of the Motherland ... ... pp. 62-74, 169-188.

MARÁTHI—

Prose—Anekavidya Multatva ... ... pp. 1-78.

Poetry—Kekávali... ... ... St. 1-34.

Composition and Grammar—As above.

Translation—First Jungle Book .. .. pp. 1-25.

URDU:—

Prose—Safar Námáh .. .. pp. 110-134.

Poetry—Tohfatul Ikhwan the whole.

Composition—As above.

Grammar—Easy Parsing and Class Notes.

Translation—Easy passages.

[*N. B.*—This is only the work of the second term as the Kumár reading Urdu was on leave the whole of the first term].

HISTORY AND GEOGRAPHY:—

English History—The Empire History ... ... 1066 to 1603.

Indian History—Marsden ... ... Chs. 30-59.

Geography—The World, the United Kingdom excepted.

MATHEMATICS :—

Arithmetic—The whole, except Discount and Cube Root.

Geometry—Hall and Stevens Book 1 ... ... Theorems 1-22, Problems 1-8.

SCIENCE :—

Chemistry—Roscoe's Primer ... ... pp. 1-90.

Physics—B. Stewart's Primer ... ... pp. 1-76.

DRAWING :—

Freehand ; Colour, and Model Drawing.

VOLUNTARY SUBJECTS :—

A. LAW AND POLITICAL ECONOMY:—

Political Economy—Wood's Primer of Political Economy ... chs. 1-9.

Law—Whitworth's Law Lectures ... ... chs. 1-14.

B. MATHEMATICS :—

Algebra—to simultaneous Equations.

Mensuration Tukárám's ... ... Rules 1-17, except Rule 4

CLASS III.

ENGLISH :—

Prose—Pictorial Geographical Readers : Europe : Lessons 9 to 22 (both inclusive.)

Poetry—Recitation. The Execution of Montrose (Aytoun). Reading—The Burial March of Dundee I & II.

Extra Prose—Nelson and Wellington (Men of Renown).

Páthmála—Well's Part II ... ... pp. 1 to 55.

Grammar—Full Parsing of easy words.

Composition—Short Descriptions.

VERNACULAR :—

GUJARÁTI :—

Prose—" Karan Ghelo " ... ... pp. 100.

Poetry—દલપત કાવ્ય ભાગ ૨ ... ... { સંપ લક્ષ્મી સંવાદ. બાદશાહથળી. રાજવિદ્યાભ્યાસ.

Translation—Pictorial Geographical Readers: Europe: Lessons 9 to 22 (both inclusive).

Grammar—Parsing.

Composition—Descriptive Essays.

HISTORY AND GEOGRAPHY :—

English History—William I to Richard II.

Indian History—Marsden ... ... chs. 23 to 43.

Geography—North and South America and Europe (except United Kingdom.)

MATHEMATICS :—

Arithmetic—Fractions, Decimals, Simple and Double Rule of Three, Practice, Simple and Compound Interest.

Algebra—Substituting values, Addition, Subtraction, Multiplication and Division.

Geometry—Definitions, Theorems 4, Problems 3 (without proof) from Hall and Steven's Book I.

SCIENCE :—

Chemistry—Roscoe's Primer pp. 1–45 (upto composition of water).

DRAWING :—

Freehand, Model and Colour drawing.

CLASS IV.

ENGLISH :—

Prose—Stories for young children pp. 1-33 and The New Orient Reader No. III ... ... pp. 1–30.

Poetry—Words from the Poets poems on ... ... pp. 68, 79, 147, 244, 291.

Pátlmála—Well's Part I ... ... pp. 34-81.

Composition—Story ... ... 22-45.

Grammar—Simple Parsing.

Copy writing—Nos. 4-5.

VERNACULAR :—

GUJRÁTI :—

Prose—Rásmála Part I ... ... chs. 8 & 9.

Poetry—Sámal : Udyam Karma Samvád.

Recitation—200 lines.

Grammar—Elementary Parsing.

Composition—Simple Stories.

Translation and Dictation—From the text books.

PERSIAN :—

Prose—First Step in Persian first 15 stories

Poetry—Karima 20 lines.

Grammar—All the twelve tenses.

Dictation—Copy writing.

Translation into English from the text.

Easy Composition.

HISTORY AND GEOGRARHY :—

Indian History—Marsden's... ... ... pp. 1-50.

Geography—Asia complete. Countries and Capitals of the world.

Map drawing—Asia and Europe.

MATHEMATICS :—

Arithmetic—G. C. M., L. C. M. Reduction, Fractions, Decimals, Unitary Method, Simple Interest (to find out Interest, Amount and Principal).

SCIENCE :—

The Lever.

DRAWING :—

Freehand No. 2 & Colouring.

CLASS V.

ENGLISH :—

Prose—The new Orient Readers No. II ... . pp. 23-71 Omitting Poems.

Poetry—Children's Treasury of English Songs ... ... pp. 16-19.

Páthmála—Well's Part I ... . pp. 28-65.

Dictation and Copy writing.

VERNACULAR :—

GUJARÁTI—Section A :—

Prose—Book V, ... Lessons 27 to 55, 60 to 66 and 77 to 80.

Poetry—Lessons 19, 38, 44 and 48.

Grammar—Outlines of Grammar complete. Simple parsing from the Prose Book.

Dictation and Composition.

MARÁTHI—Section B :—

Prose—Book V ... ... pp. 155-194.

Poetry—Yamadharma and Sávitri.

Grammar—Verb. Simple Parsing.

Dictation and Composition.

HISTORY and GEOGRAPHY :—

Indian History—Mehtá's ... ... chs. 10-19.

Indian Maráthi History—Marsden's ... ... pp. 118-207.

Geography—India complete and Countries and Capitals of Asia and Europe.

Map Drawing—India without tracing and Asia traced.

MATHEMATICS :—

ARITHMETIC—

Section A—L. C. M., G. C. M : Reduction, Compound Additions &c., Fractions Tables 1×1 to $50 \times \frac{3}{4}$

Section B—Arithmetic the same (but easy fractions) Tables 1×1 to $50 \times \frac{1}{2}$.

Section C—Arithmetic the same except Fractions and Tables 1×1 to $50 \times \frac{1}{2}$.

Section D—L. C. M., G. C. M. Simple proportion, Fractions. Tables 1 to 30.

SCIENCE :—

Object Reader No. II ... ... Lessons 1, 2, 3, 6, 9, 19, 20, 33.

DRAWING :—

Free hand and Colouring.

CLASS VI.

ENGLISH :—

Section A—Newton Infant Reader ... ... pp. 34–65.
The new Orient First Reader ... ... pp. 1-27.
Section B—Orient Primer complete, Infant Reader ... . pp. 1-6.
Section C—The Alphabet. Orient Primer ... ... 5 lessons.

PATHMALA:—

Section A—Wallace First Lessons in English ... ... 1 to 7.
Copy writing—Section A. ... ... No. 3.
Section B and C. ... ... No. 1.

VERNACULAR :—

GUJARÁTI—Section A :—

Prose—Gujaráti 5th Book ... .. Lessons 1 to 6, 13 to 18, 25, 26, 31, 39, 46, 53, 55, 72 to 79, 88, 92, 95, 96.

Poetry—Lessons 7-12, 24 and 38.

SECTION B—

Prose—Third Book ... ... Lessons 1, 6, 7, 9, 10, 11, 12, 13-15, 17-23, 39-44, 70, 71, 57, 61, 62.

Poetry—Lessons 7, 8, 24, 40, 31.

SECTION C—

Prose—Second Book ... ... Lessons 1, 3, 4, 5, 6, 7, 8, 9, 36, 37, 38, 39, 44, 45.

Poetry—Lessons 2, 10, 15.

HISTORY and GEOGRAPHY:—

Section A—History of Gujarát, Chávda, Solanki and Wághela Dynesties.

GEOGRAPHY :—

Section A—Countries, Capitals, Rivers, Mountains and principal Cities of India together with Káthiáwár.

Section B—Geography Part I Káthiáwár complete,

Map Drawing—Bombay Presidency and India.

MATHEMATICS :—

ARITHMETIC :—

Section A—G. C. M., L. C. M., Reduction, Compound addition &c., Fractions (easy).

Section B—Additions &c., G. C. M., and L. C. M., (easy examples).

Section C—Additions &c., Divisions and G. C. M.

Section D—Addition, Subtraction, Multiplication and Division (very easy examples).

Section E—Additions.

DRAWING :—

Free hand and Colouring.

RAJKUMAR COLLEGE, RAJKOT.

CLASS TIME TABLE.

Winter Term.

Classes.	10—10-45	10-45—11-30.	11-30—12-15.	12-15—1.	2—2-45.	2-45—3-30.	3-30—4-15.
Diploma Class ..	Political Economy and Algebra. Monday, Thursday. Revenue and Geometry Tuesday. Friday. Geometry (Com.) Wednesday. Saturday.	English Prose. Monday, Thursday. Extra English. Tuesday. English Grammar. Friday. Law and Mensuration. Wednesday. Saturday.	Páthmála. Monday. Thursday. English Prose. Tuesday Indian History. Friday. Vernacular Prose. Wednesday. Translation. Saturday.	Physics. Monday. English Composition. Thursday. Arithmetic. Tuesday. English Prose. Friday. Extra English. Wednesday. Physics. Saturday.	English Prose. Monday. Vernacular Prose. Thursday. Chemistry. Tuesday. Friday. Arithmetic. Wednesday. Indian History. Saturday.	Examination. Monday. English History. Thursday. Geography. Tuesday. Friday.	Examination. Monday. Vernacular Poetry. Thursday. English History. Tuesday. Friday.
Class II	Physics. Monday. Thursday. Geography. Tuesday. Indian History. Friday. English History. Wednesday. Saturday.	Vernacular Poetry Monday. Thursday, Vernacular Prose. Tuesday. Grammar. Friday. English Composition. Wednesday. English Recitation. Saturday.	English Prose. Monday Chemistry. Thursday. Arithmetic. Tuesday. Chemistry. Friday. Extra English. Wednesday. English Prose. Saturday.	Mensuration. Monday. Algebra. Thursday. Law. Monday. Thursday. English Poetry. Tuesday. Friday. Páthmála. Wednesday. Saturday.	Indian History. Monday. Vernacular Composition. Thursday. Algebra and Revenue. Tuesday. Political Economy and Mensuration. Friday. Geometry. Wednesday. Saturday.	Examination. Monday. Geography. Thursday. English Grammar. Tuesday. Geometry. Friday.	Examination. Monday. Extra English. Thursday. Translation. Tuesday. Arithmetic. Friday.
Class III	English Prose. Monday. Wednesday. Friday. Páthmála. Tuesday. Thursday. Saturday.	English Poetry. Monday. Thursday. English Recitation Saturday. English History. Tuesday. Indian History. Wednesday. Geography. Friday.	Vernacular Prose. Monday. Vernacular Poetry. Wednesday. Saturday. Indian History. Thursday. Arithmetic, Algebra. Tuesday. Friday.	English Composition. Monday. Arithmetic. Thursday. Friday. Geometry. Tuesday. Wednesday. Geography. Saturday.	Gujaráti Grammar. Monday. Gujaráti Prose. Tuesday. Algebra. Thursday. Extra English. Friday. Chemistry. Wednesday. Saturday.	Examination. Monday. English History. Monday. Translation. Tuesday. Grammar. Friday.	Examination. Monday. Gujaráti Composition. Thursday. Gujaráti Grammar. Tuesday. Translation. Friday.

Classes.	10—10-45.	10-45-11-30.	11-30—12-15.	12-15—1.	2—2-45.	2-45—3-30.	3-30—4-15.
Class IV	Geography. Monday Thursday. Páthmála Tuesday. Conversation Friday. English Prose. Wednesday, Saturday.	Vernacular Prose. Monday, Thursday. English Composition Tuesday. Arithmetic. Friday. Páthmála. Wednesday. Grammar. Saturday.	Indian History. Monday. Gujaráti Copy. Thursday. English Copy. Tuesday. Vernacular composition. Friday. Arithmetic. Wednesday. Saturday.	Examination. Monday. Mapdrawing. Thursday, Wednesday. Science. Tuesday, Friday. Gujaráti Copy. Saturday.	English Recitation. Monday. Páthmála. Thursday. Indian History. Tuesday. Friday. Gujráti Poetry. Wednesday. Saturday.	Examination. Monday. Arithmetic. Tuesday. Gujaráti Dictation. Friday.	Examination. Monday. Arithmetic. Thursday. English Prose. Tuesday. Friday.
Class V	English Prose. Monday. Thursday. Geography. Tuesday. Arithmetic. Friday. Mapdrawing Wednesday. Friday.	Arithmetic. Monday. Thursday. English Prose. Tuesday. Friday. Arithmetic. Wednesday History. Saturday.	Science. Monday. Gujaráti Prose. Thursday. Friday. Gujaráti Recitation. Tuesday. Páthmála. Wednesday. Saturday.	History. Monday, Wednesday. Thursday. Gujaráti Prose. Tuesday. Conversation. Friday. Gujaráti Dictation. Saturday.	Gujaráti copy. Monday. Conversation Thrusday. Examination. Tuesday. Recitation Friday. Arithmetic Tables. Wednesday. Saturday	Examination. Monday. Grammar. Thursday. Páthmála Tuesday. Science. Friday.	Examination. Monday. Gujaráti Copy. Thursday. English Copy Tuesday. Friday.
Class VI	English Prose. Monday. Tuesday. Thursday. English Dictation. Friday. Mapdrawing Wednesday. Saturday.	Arithmetic. Monday. Thursday. History. Tuesday. Friday. Saturday. Páthmála. Wadnesday.	Gujaráti Prose. Monday. Thursday. Friday. Gujaráti Poetry. Wednesday. Arithmetic. Tuesday. Gujaráti Grammar. Saturday.	History. Monday. Páthmála. Thursday. Gujaráti Prose. Tuesday. Arithmetic. Friday. English Prose. Wednesday. Examination. Saturday.	Gujaráti copy. Monday. Gujaráti Grammar Thursday. Gujaráti Dictation. Tuesday. Friday. Arithmetic tables. Wednesday, Saturday.	Examination Monday. Gujaráti Poetry Thursday. Geography. Tuesday, Friday.	Examination. Monday. Gujaráti Copy Thursday. English Copy Tuesday, Friday.

Note.—School hours on Wednesdays and Saturdays (1) 10—10-45 (2) 10-45—11-30 (3) 11-30—12-15 (4) 12-15—1 (5) 1—1-30.

RAJKUMAR COLLEGE, RAJKOT.

STATEMENT showing the number of boys following the different Courses, 1907-08.

Class.	Number of Boys in class.	Science or Classical Language.			Vernaculars.			Law, Political Economy, Land Surveying or Advanced Mathematics.		
		Science.	Classical language.		Gujaráti.	Maráthi.	Urdu.	Law, Political Economy, Revenue and Politics.	Advanced Mathematics.	
			Sanskrit.	Persian.						
Diploma Class	6	5	1	...	1	3	2	4	2	
Class II	8	8	...	...	6	1	1	2	6	
Class III	7	7	...	...	7	...	...	...	...	
Class IV	6	6	...	1	5	...	...	...	...	
Class V	6	6	...	...	5	1	...	...	...	
Class VI	8	...	...	...	8	...	...	...	...	

ANNEXURE H.

RÁJKUMÁR COLLEGE ANNUAL EXAMINATION—1908.

DIPLOMA CLASS.

STEVENSON: *the Black Arrow.*

I.—What do you know of Stevenson as a novelist? What excellences have you noticed in the style of the Black Arrow?

II.—Sketch the career and character of Will Lawless.

III.—Sketch the course of the story after Shelton entered Sir D. Brackley's Shoreby residence disguised as a monk.

IV.—What do you gather from the book about the dress of the men and women of the Middle Ages from the highest to the lowest classes of society?

V.—Explain with reference to the context:—

1. "Well", said the lad, "ye shall answer this when ye answer for the other. Laugh while yet ye may".

2. Cry not on cowardice, Dick; for this poor realm so tosseth with rebellion, and the King's name and custody so changeth hands that no man may be certain of the morrow.

3. I never heard of a maid yet that was of any service, save one only; and she, poor shrew, was burned for a witch and the wearing of men's clothes in spite of nature.

4. And Gamelyn made answer—he look'd never adown: "O, they must heed to walk in wood that may not walk in town".

5. "It was a coward blow", returned Matcham; "Y' are but a lout and bully, Master Dick; ye but abuse advantages; let there come a stronger, w'll see you truckle at his boot!"

6. If ye were base enough to slay a man under trust, here were, perhaps, reasons enough to move you to the lesser baseness.

7. My lord, beauty will be the more beholden, misdoubt it not. But shall we forth? for the sooner ye have seen my merchandise, the sooner shall we both get home.

8. We be strong men and take: these be weak and crave; but in the latter end, these shall be upper most and we below.

9. But when, by the light of this new day, I see how stout a Knight hath yielded, not to my arms alone, but to fortune, and the darkness, and the surf,—and how easily the battle had gone otherwise, with a soldier so untried and rustic as myself,—think it not strange, my lord, if I feel confounded with my victory.

10. If these hounds begin to wind you, flee! 'Tis like a sickness—it still hangeth, hangeth upon the limbs. But let us see what they have written.

It is as I thought, my lord; y' are marked like an old oak by the woodman; to-morrow or next day, by will come the axe.

SHAKESPEARE:—*King John.*

I. Paraphrase:—

Hadst thou but shook thy head or made a pause,
When I spake darkly what I purposed,
Or turned an eye of doubt upon my face,
As bid me tell my tale in express words,
Deep shame had struck me dumb, made me break off,
And those thy fears might have wrought fears in me:
But thou didst understand me by my signs,
And didst in signs again parley with sin;
Yes, without stop, didst let thy heart consent,
And consequently thy rude hand to act
The deed which both our tongues held vile to name.
Out of my sight, and never see me more!
My nobles leave me, and my state is braved
Even at my gates with ranks of foreign powers:
Nay, in the body of this fleshly land,
This kingdom, this confine of blood and breath,
Hostility and civil tumult reigns
Between my conscience and my cousin's death.

II.—Explain with their context the following:—

a. Your strong possession much more than your right.

b. Well now can I make any Joan a lady.

c. And till it be undoubted, we do lock
Our former scruple in our strong-barr'd gates.

d. He gives the bastinado with his tongue.

e. And better conquest canst thou never make
Than arm thy constant and thy nobler parts
Against these giddy loose suggestions.

f. He is a very serpent in my way.

g. And like a dog that is compelled to fight
Snatch at his master that doth tarre him on.

h. and vast confusion waits
As doth a raven on a sick-fall'n beast
The imminent decay of wrested pomp.

III.—What criticism can you make on the dramatic unity of the play?

IV.—Explain Shakespeare's use of the following words and phrases:—

Conversion, become, coil, expedient, secure, cracker, bend their best studies, bias, commodity, unsettled humours, toasting-iron.

V.—Give an account of the scene in which Pandulph persuades Philip to abjure his Alliance with John.

ENGLISH COMPOSITION.

I. Write an Essay on one of the following subjects :—

(*a*) Some say that education brings happiness: others say that increased knowledge brings only care and sorrow.

(*b*) Give an account of your favourite hero in history or fiction.

(*c*) The pen is mightier than the sword.

II. Translate into English :—

૧. લડાઇ બંધ પડી હતી, અને આખા હિંદુસ્તાનમાં હિમાલયથી કન્યા કુમારી ભૂશિર સુધી, અને સતલજ નદીથી બંગાળાના અખાત સુધી શાન્તિ હતી. શાન્તિ એ દરેક દેશને માટે મોટામાં મોટું સુખ છે, અને લડાઇ એ મોટામાં મોટું દુઃખ છે. દુશ્મનને દેશમાંથી હાંકી કાઢવા અથવા જેઓ દેશના કાયદાનો ભંગ કરે તેઓને દબાવી દેવા રાજ્યકર્તાને લડાઇ કરવા જરૂર છે. લોર્ડ વેલેસ્લીને અને લોર્ડ હેસ્ટિંગ્સને માત્ર શાન્તિને ખાતર લડાઇમાં ઉતરવાની જરૂર પડી. જો તેઓએ લડાઇ કરી ન હોત તો હિંદના રાજાઓ અને તાલુકદારો માંહો માંહે લઢી મરત, અને દેશમાં કદી શાન્તિ થાત નહિ.

૨. લડાઇના વખતમાં દેશના રાજ્યકર્તાની ખાસ ફરજ લશ્કરની સંભાળ લેવાની અને દુશ્મનને મારી હઠાવવાની છે. દેશનો ઘણો પૈસો લડાઇના ખરચમાં વપરાય છે. જ્યારે દેશમાં શાન્તિ હોય છે ત્યારે રાજકર્તાઓ દેશની સંભાળ રાખવામાં અને દેશનું અને લોકનું બહેતર કરવામાં પોતાનો વખત ગાળે છે.

૩. લોર્ડ વિલિયમ બેન્ટિક ડાહ્યો દયાળુ અને સારો રાજ્યકર્તા હતો. તેની સાત વર્ષની કારકીર્દીમાં આગલા કોઇ પણ રાજકર્તા કરતાં તેણે હિંદુસ્તાનના લોકોનું વધારે બહેતર કર્યું હતું. તેમ કરવાને તે શક્તિમાન થયો તેનું કારણ એ કે તે વેળાએ દેશમાં શાન્તિ હતી.

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or

DIPLOMA EXAMINATION 1908.

Translate into English:—

لڑائی موقوف ہو گئی اور تمام ہندوستانمین ہمالیہ سی راس کماری تک اور ستلج سی خلیج بنگالہ تک امن تھا ۔ امن ہر ملک کی لئی سب سی زیادہ سعادت ہی اور لڑائی سب سی زیادہ غم ہی ۔ دشمنون کو ملک مین سی نکال دینی کیلئی یا جو قاعدون کی پابندی نہین کرتی اونکو عاجز کرنیکی لئی حاکمون کو جنگ کی ضرورت ہوتي ہی اور لارڈ ولزلی ولارڈ ہسٹنگس کو فقط امن حاصل کرنیکی لئی ہي جنگ اختیار کرنا پڑا اگر وہ لڑائیان نہ کرتی تو ہند کی راجا اور رئیس آپس مین لڑ مرتی اور ملک مین امن ہرگز نہ رہتا ۔

لڑائي کیوقت مین ملک کی حکام کا خاص فرض فوج کی حفاظت کرنا اور دشمنون کو مار کر ہٹا دینا ہی ۔ ملک کا بہت روپیہ جنگ مین خرچ ہوتا ہی جسوقت ملک مین امن ہوتا ہی اسوقت حکمران ملک کی حفاظت کرنیمین اور ملک ورعایا کی بہتری کی کامون مین اپنا وقت صرف کرتی ہین

لارڈ ولیم بینٹنک دانشمند ۔ رحمدل اور لایق فرمان روا تھا اوس کی سات سالہ حکومت مین اسنی ہندوستان کی پیشتر کی تمام حاکمون سی رعایا کی بہتری زیادہ کی تھی اور یہ کام انجام دینی مین وہ اسیلئی کامیاب ہوا کہ ملک مین اسوقت امن تھا

HISTORY OF ENGLAND.

I. Explain clearly the system of Government in the United Kingdom: what are the functions of the house of Lords?

II. Explain the Stewart theory of the Divine Right of Kings and discuss briefly the results in the case of the Stewart Kings.

III. Give a short account of Edward I's relations with Wales and Scotland.

IV. Describe briefly the battle of Crecy and compare it with any recent battle you have read about.

V. Give an account of the Reformation.

VI. Give an account of the relations between the Kings and the Barons from 1066 to 1215.

INDIAN HISTORY.

I. Give a short account of the rise of the Marátha power.

II. Sketch briefly the history of the East India Company.

III. Mention the most important events during the time that the Marquis Wellesley was Governor General.

IV. Describe briefly the development of:—

(*a*) Railways (*b*) the postal system and (*c*) Education in India.

V. Give very short accounts of:—

Dupleix, Hyder Ali and Outram.

GEOGRAPHY.

1. Draw an outline map of India, and mark in it 2 important railways, Dacca, Chittágong, Mandalay, Quetta, the Hugli, the Satpura Hills, and the districts where (*a*) cotton, (*b*) rice, and (*c*) wheat are grown.

or.

Draw an outline map of England and Wales, and mark in it the Thames, the Severn, the Pennine Range, Snowden, the Wash, Southampton, Liverpool, Birmingham, and 2 important coal fields.

II. Explain the following statements:—

England is a manufacturing country, and India is an agricultural country.

Can you say why England is a manufacturing country, and do you think that India is ever likely to become one?

III. State where 5 of the following places are, and mention any important facts about them.

Vladivostock, Baku, Port Arthur, Nagasaki, Bloemfontein, Toronto, Fashoda, Kimberley, Kumasi, Paris, Washington, Rome, Belfast, Glasgow.

(Two only of the following questions are to be attempted).

IV. Mention the places you would pass in travelling from England to Australia:—
(*a*) In an easterly direction and (*b*) in a westerly direction.

V. Explain why the day is longer in Rájkot in June than in December. What is the length of the night at the North Pole in June?

VI. Give an account of the chief products and industries of Australia or South Africa.

ARITHMETIC.

I.– A boy plays 9 innings at Cricket. His scores are 5, 8, 16, 0, 10, 22, 17, 0, 20 and his average is 14. How many times was he 'not out'?

II.—Find the value of $\frac{87{\cdot}89 \times {\cdot}0783}{{\cdot}001683}$ without reducing the decimals to Vulgar Fractions.

III.—In how many years will the Simple Interest on Rs. 1581-4-0 at 4 % be Rs. 198-12-0?

IV.—A man buys 1 cwt. of tea for £ 8. He sells one half of it at 1*s.*-8*d.* per lb. one third of it at 2*s.* per lb. and the remainder 1*s.*-6*d.* per lb. Find his total profit and also his profit per cent.

V.—A room is 31 feet long, 24 feet broad, and 18 feet high. It has two doors each 10 feet by 4 feet and six windows each 6 feet by 5 feet. Find the cost of painting the walls of the room at Rs. 3-12-0 per 100 square feet.

GEOMETRY.

I.—If two triangles have the three sides of the one equal to the three sides of the other, each to each, prove that the three angles of the one are equal to the three angles of the other each to each.

Is the converse of this proposition true? If not draw a figure to show why it is not true.

II.—P Q is a straight line. From a point A outside it draw A X perpendicular to P Q. If any other point Y is taken in P Q. prove that A Y is greater than A X.

III.—Prove that the area of a triangle is equal to half the area of the rectangle on the same base and having the same altitude.

or.

Find the area of a triangle whose sides are 3·7, 3 and 1·3 inches by any method you please.

IV. Define a Locus. Find the locus of a point which moves so that its distance from a fixed point is constant.

or.

Prove that any two sides of a triangle are together greater than the third side.

V. A ladder 41 feet long, the foot of which is 9 feet from the foot of a perpendicular building will just reach the top. Find the height of the building.

GUJARATI.

I. Give a short life of પ્રેમાનંદ mentioning the principal works composed by him.

II. Give the meanings of the following words:—

વૃકોદર, પ્લવંગ, વરખા, ઉડગણ, વરણાગી, બુસટિયો, સંત્રશ, ધાધૂપો, પ્રાહુણા, કિરીટિ, અક્ષૌહિણી, વ્યાળ, દ્વિજરાજ, તોખાર, દોહલો.

III. Write what you know of—

સુદેષ્ણા; કર્ણ; પાંચાલી; સાત્યકિ; હિડિંબા.

IV. Explain fully—

i. એવું કહિ રોયા પરબ્રહ્મ, અહિલોચને ન પ્રીછ્યો મર્મ;
અધરી અગડ જ્યારે ગોરે કરી, શુક્રાચાર્ય સાચા, નોહે હરિ.

ii. વાત રાખી વિશ્વંભરે, ત્યાંથી પાછા વળિયાજી;
નવસે નવાણું પૂર્યાં સભામાં, મોસાળાને બેાલે વળિયાજી.

iii. શિબિરે જઇને સાથ મળિયો, ઋષિ બોલ્યા વાક્ય;
કાલે ન મારૂં અભિમન્યુને, તો પડું કુંભી પાક.

iv. મત્સ્ય વેધને ખાંડવ દહન, જીત્યા શ્રી ત્રિપુરારિજી;
તે વેળા કાંઇ અર્જુને નહોતી, બાંધી રક્ષા ધારીજી.

v. સૌભદ્રે લીધો લટપટી, સોમને રાહુ જેમ;
વ્યાકુળ કીધો જોતાં માંહે, ઢાંકિયો શરજાળ.

vi. શર ચોટે છેદું શરીર, કરૂં મેરૂ પર્વત પાર;
આદીત્યને અહીં થકી ભેદું, તારાને વેધું ત્રાક.

V. Briefly recite the story of અહીલોચન, and of the war after અભિમન્યુ joined it mentioning the names of the principal warriors on both the sides.

VI. Write short notes on—

(*a*) માયા કીધી અંતરિક્ષ મારગ, વરસતા પાષાણ.

(*b*) શું ભાર તાણી લે માથે, જેમ શકટ હેઠે શ્વાન.

(*c*) તે ઝુમતો ને ઘુંમતો, એક દંત વહોણો હાથી.

(*d*) કેશવેશ વામાના વરણ્યે, વિષધર રાજા થકિ.

(*e*) અમો કાંઇ લોપું નહિ, મામા કેરો ચીલો.

VII. Translate into Vernacular :—

(*a*) The people who dwelt there were called *Aztecs*. They were very different from the other Indian tribes, who dwelt on the Atlantic coasts. They were highly civilized, and had a written language of their own. They were also powerful in war, and were acknowledged as master by all the nations around. At the beginning of the Sixteenth century, these wondertul people were at the height of their power. They were ruled over by a King called Montezuma, whom they loved and reverenced as a god. But in an evil hour the story of their great riches reached the ears of the cruel and greedy Spaniards, with whom the lust for gold was the ruling passion.

(*b*) " Here is the house", said he at last, dismounting before a low mean hut. He knocked–no answer was returned ; he knocked again, but still there was no reply ; he shook the door and essayed to open it, but it appeared firmly locked and bolted. " They are out " said he, " I feared it might be so. Now what are we to do. " ?

" There can be no difficulty, " said I " with respect to what we have to do. If your friends are gone out, it is easy enough to go to an inn. "

ANNUAL EXAMINATION.

Saturday 4th April 1908

Time 3 hours.

Diploma Class.

URDU.

1. Paraphrase:—

هوئي مقتضی جبکہ حکمت خدا کی * کہ تعلیم جاري هو خیرالوری کی
پڑی دھوم عالم مین دین هدی کی * تو عالم کی تمکو حکومت عطا کی
کہ پھیلاؤ دنیا مین حکم شریعت * کرو ختم بندون پہ مالك کی حجت
ادا کرچکی جب حق اپنا حکومت * رهی اب نہ اسلام کو اوسکی حاجت
مگر حیف ای فخر آدم کی امت * هوئي آدمیت بھي ساتھہ اوسکی رخصت
حکومت تھی گویا کہ ایك جھول تمپر * کہ اڑتی هی اوسکی نکل آئی جوهر

2. Give (*a*) English equivalents of:—

عجم اندلس لنکا ارسطو بحر قلزم عبراني براعظم
ریاضی هیئت فلاحت

(*b*) Plurals of:—

عالم حاکم کتاب ملك افق سبب گاڑي
فوج هانھي قافلہ

3. Write in Urdu the account of Mahdi مہدی as given in your text book.

4. Describe the condition of the Musalman nobility as given by Hali, quoting as much as you can from the text book.

5. Explain:—

آتش پارسی حمیم و زقوم باغ رضوان مربع کی شکل
فصاحت و بلاغت سرمایۂ دین و دنیا مدح و ذم مہم
فوج از خود رفتہ هو گئي مصیبت کا سامنا هوا

6. Describe briefly the Expedition of Sudan under Baker Pasha.

7. Render the following into idiomatic English:—

جیسی کرنی ویسي بھرنی خیالی پلاو پکانا غرض کی تواضع غرضکی
مدارا کل کی مرغي سی آجکا انڈا بہترهی سچی کو آنچ نہین

8. Translate into Urdu:—

SCIENCE.

I. Describe an experiment to show 'that no substance is ever really lost.'

II. How would you prove that the air contains Oxygen?

III. What do you mean by the hardness of water? Can the hardness be got rid of?

IV. In what forms does Carbon occur? How can it be proved that they are all the Chemical substance?

V. What is meant by centre of gravity? How would you find the centre of gravity of a sheet of paper?

VI. What is Archimedes' Principle? Describe an experiment to prove it.

VII. Describe an experiment to show that under diminished pressure water will boil at temperature below 100°c.

VIII. Draw a figure to show the path of (*a*) a vertical, (*b*) a slanting ray of light through a flat piece of glass.

IX. How would you charge the leaves of an electroscope with a negative electricity, if you were only allowed to use a positively charged rod?

LAW.

I. Exmine the theories you may have heard of about the origin of Sovereignty.

II. Sketch the History of the development of Roman Law.

III. What are the sources of law?

IV. How does a code arise? What is its use? Why is there no code of Civil law in India?

V. What do you know of the Hindu and Mahomedan Laws of Inheritence?

VI. Define, comment on and distinguish from one another—Offences against Property.

VII. Suppose soon after a Chief ascends the *Gádi* a murder is committed, and the State Police succeed in apprehending the murderer and abettors, and the Chief interested in the matter, watches events from the first stage to the last *i. e.* the execution of the principal Criminal. Describe briefly but in accurate legal language the whole course of events.

Political Economy.

I. Explain the following terms:—

Political Economy, Land, Normal Value, Wealth, the point of Diminishing Returns.

II. What is value? Describe its forms and the factors which determine it.

III. Describe the factors which make up efficiency of labour.

IV. What do you think to be the advantages and disadvantages of the Division of Labour?

V. Show that Capital is a factor of Production of Wealth. Describe also the different forms of Capital.

VI. What are the causes which affect the supply of an article ?

VII. What is the necessity of money to a social organization ? Explain the essential qualities of money giving references to its history where you can.

VIII. Describe the problem of distribution of Wealth with all its assumptions.

IX. What are the arguments for or against Protection ?

X. What are the functions of Banking ? and how do Banks fulfil them ?

N. B.—K. S. Vijaysinhji to do the first 7 questions.

K. S. Abdul Majidkhán to do the last 3 and any 4 of the first 7 questions.

ADVANCED.

Arithmetic and Algebra.

N. B.—Problems may be done either by Arithmetic or by Algebra.

I. *A* rides a bicycle at the rate of 8 miles an hour. He starts from a certain place at mid-day. *B* starts from the same place at 2 P. M. and overtakes *A* at 6 P. M. What is the rate of *B*?

II. The number of boys at Ajmer is double the number at Láhore, but if 43 boys left Ajmer and went to Láhore there would be the same number in each College. How many boys are there at Ajmer now?

III. 16 men and 24 boys can together do a piece of work in 10 days, while 24 men and 16 boys take 6 days. How long would it take 15 men and 15 boys to do the work.

IV. What sum of money will amount to P rupees in X years at Y per cent?

V. Multiply $x^4+2x^3+3x^2+2x+1$ by x^2-x+1 and divide the product by x^4+x^2+1.

VI. Simplify:—

$$(a)\ \frac{(4x^2-9y^2)\ (9x^2-4y^2)}{(6x^2-5xy-6y^2)\ (6x^2+5xy-6y^2)}$$

$$(b)\ \frac{x+1}{(x-1)^2}-\frac{x-1}{(x+1)^2}-\frac{6(x^2+1)}{(x^2-1)^2}$$

VII. Solve the equations:—

$$(a)\ x+\frac{11-x}{3}=\frac{26-x}{2}$$

$$(b)\ \left.\begin{matrix}7x-8y+11=0\\5x-7y+4=0\end{matrix}\right\}$$

ADVANCED GEOMETRY.

I. *P A B* and *Q A B* are two triangles on opposite sides of the base *A B*. *P A*=*Q A*, and *P B*=*Q B*. Join *P Q* and prove that *P Q* is bisected at right angles by *A B*.

II. *A*, *B*, *C*, *D* are 4 villages. *B* is 30 miles east of *A*, and 30 miles north of *C*, and *D* is 10 miles east of *C*. Find by any method you please (*e. g.* practically or theoretically) the distance between *A* and *D*.

III. Divide a straight line so that the rectangle contained by the whole and one part may be equal to the square on the other part.

12.

IV. Describe a parallelogram equal to a given triangle and having one of its angles equal to a given angle.

V. $P\ Q$ is a chord of a circle whose centre is O. A is a point in $P.\ Q$. Prove that $P\ A\ A\ Q = O\ P^2 - O\ A^2$.

VI. Draw a tangent to a circle from a point outside it. How many tangents can be drawn?

VII. The angles at P and R of a field $P\ Q\ R\ S$ are right angles. $P\ Q = 75$ yards, $Q\ R = 120$ yards, $R\ S = 35$ yards and $S\ P = 100$ yards. Find the area of the field.

VIII. Prove that angles in the same segment of a circle are equal.

DRAWING.

I. Draw an outline of a design with a pencil in a smaller scale from the Longman's Charts Intermediate Series, example I.

II. Ink and colour the same aniline colours given in question I.

III. Draw a Model Drawing in outline with a pencil of a group of models consisting of two blocks as a base, one arch and a pot upon it, put before you.

ANNEXURE I.

Results of the Annual Examination, April 1908.

DIPLOMA CLASS.

No.	Subjects.	English.	History and Geography.	Compulsory Mathematics.	Vernacular.	Drawing.	Science or classical Language.	Law, Political Economy or Advanced Mathematics.	Total.	p. c.
	Full Marks.	175	100	100	50	25	50	100	600	
1	K. S. Abdulmajidkhán ...	124	63	90	34	*	30	*	341/475	*Not appeared.
2	„ „ Vijaysinhji	107	62	65	37	18	33/75	57	379	
3	„ „ Kamáludinkhán	91	49	75	30	15	37/75	55	352	
4	„ „ Vithalrao									
5	„ „ Mádhavráo ...				Absent.					
6	„ „ Chintámanráo ...									

Prize Winners:—K. S. Abdulmajidkhán ... ... Gondal Prize, Idar Prize, Diamond Jubilee Prize, Good conduct Medal.

„ „ Vijaysinhji ... ... Extra class Prize, Macnaghten Science Medal.

„ „ Vithalráo ... ... Ferguson Medal for English speaking.

„ „ Kamáludinkhán ... ... Special Prize.

CLASS II.

	Subjects.	English.	History and Geography.	Mathematics.	Science or classical Language.	Vernacular.	Law & Political Economy or Advanced Mathematics.	Drawing.	Total.	
	Full marks.	250	150	100	100	200	100	100	1000	
1	K. S. Fattehsingráo... ...	207	119	88	65	156	54	78	767	
2	„ „ Jaláludinkhán... ...	157	76	66	60	130	85	68	642	
3	„ „ Bhánwála	115	98	81	42	137	77	73	623	
4	„ „ Dipsinhji	150	61	80	49	118	50	45	553	
5	„ „ Narsinhdevji	127	66	50	48	96	64	65	516	
6	„ „ Prákramsinhji... ...	108	67	50	42	129	46	35	477	
7	„ „ Umedsinhji	91	66	57	30	122	63	34	463	
8	„ „ Rámwála	67	29	41	23	69	19	17	265	

Prize Winners:—K. S. Fattehsingráo ... ... Diamond Jubilee Prize.
„ „ Bhánwála ... ... Extra Class Prize,
Drawing Prize.

CLASS III.

	Subjects.	English.	History and Geography.	Mathematics.	Science or Classical Language.	Vernacular.	Drawing.	Total.	
	Full Marks.	250	200	150	100	250	50	1,000	
1	K. S. Dájiráj	157	139	91	56	166	20	629	
2	„ „ Gagubha	130	143	75	40	179	37	604	
3	„ „ Shiváisinhji	120	97	114	44	168	37	580	
4	„ „ Joráwarsinhji	153	84	96	24	189	20	566	
5	„ „ Pratápsinhji of Láthi ...	119	105	56	28	136	34	478	
6	„ „ Pushpsinhji	66	39	24	12	137	20	298	
7	„ „ Pravinsinhji				Absent.				

Prize Winners:—K. S. Dájiráj ... ... Diamond Jubilee Prize.
„ „ Shiváisinh ... ... Extra Class Prize.

CLASS IV.

	Subjects.	English.	History and Geography.	Mathematics.	Science or Classical Language.	Vernacular.	Drawing.	Total.	
	Full marks.	250	150	150	100	250	100	1,000	
1	K. S Bháratsinhji	153	104	133	34	171	76	671	
2	„ „ Amráwálá (B)	173	95	117	34	137	57	613	
3	„ „ Abdulrahimánkhán ...	136	87	58	47	148	63	539	
4	„ „ Kánthadwála	161	72	70	30	120	53	506	
5	„ „ Punjáwála	106	52	76	43	125	67	469	
6	„ „ Kanaksinh			Absent.					

Prize Winners :—K. S. Bháratsinh ... .. Diamond Jubilee Prize.

„ „ Amráwála ... ... Extra Prize.

CLASS V.

	Subjects.	English.	History and Geography.	Arithmetic.	Science.	Vernacular.	Drawing.	Total.	
	Full Marks	250	150	200	50	250	100	1,000	
1	K. S. Natwarsinhji	197	134	171	40	209	71	822	
2	„ „ Rámráo	187	106	128	33	181	38	673	
3	„ „ Amráwála (Luni) ...	172	89	60	35	193	63	612	
4	„ „ Jamiatkhán	143	90	88	25	192	39	577	
5	„ „ Karansinhji	110	97	85	20	186	71	569	
6	„ „ Dánsinhji	95	73	82	22	171	71	514	

Prize Winners :— K. S. NATWARSINHJI..... ..... Diamond Jubilee Prize.

CLASS VI.

	Subjects.	English.	History and Geography.	Arithmetic.	Vernacular.	Drawing.	Total.	
	Full Marks.	200	150	200	250	100	900	
1	K. S. Partápsinhji (J) ...	172	120	193	203	52	740	
2	„ „ Prabhátsinhji	132	97	169	201	80	679	
3	„ „ Harichandrasinhji ...	147	105	107	213	47	619	
4	„ „ Bhupatsinhji	138	102	99	171	41	551	
5	„ „ Bhavánísihji	107	33/75	177	139/200	51	507/775	
6	„ „ Jeevansinhji	93	37/75	177	118/200	38	468/775	
7	„ „ Shivsinhji	87	45/75	146	128/209	53	459/775	
8	„ „ Abhelwála	47/115	45/75	98	126/200	26	342/690	

Prize Winners :— K. S. PRATÁPSINHJI (J)..... ..... Diamond Jubilee Prize.

„ „ PRABHÁTSINHJI ....Extra Class Prize

ANNEXURE J.

RAJKUMAR COLLEGE, RAJKOT.

Curriculum for 1908-09.

Class.	Compulsory Subjects.					Optional Subjects.	
	English.	History and Geography.	Mathematics.	Vernacular (one to be taken.)	Drawing	Science or Second Language (one to be taken).	Law, Political Economy, Land Revenue or Advanced Mathematics.
First Class (Diploma Class).	Text Books:— Prose—Charles Kingley's Westward Ho'. Poetry—Shakespear's Merchant of Venice. Extra English:— The life of John Nicholson. Composition, including Grammar, Essay and Letter writing. Translation and Retranslation.	History :— (English) Oman's short History of England. Gardiner's Students English History. (Indian) History of India, Wheeler's College History. Geography:— General Geography of the World.	Arithmetic Lock and Lewis Arithmetic.	(*a*) Gujaráti :— Abhigyana Shakuntla Nátak. (*b*) Maráthi :— Prose, Chiplunker's Anekvidya Multatva. Poetry, Navanita Mukteshwar Harichandra Verses Composition and Grammar, Translation and Retranslation.		Science:— Physics—Balfour Stewart's Primer. Chemistry—Roscoe's. (also practical knowledge of the instruments and process described.	Law :— Whitworth's Law Lectures. Notes on Jurisprudence. Political Economy—Walker's First lessons. Surveying—Theoretical and practical. Advanced Mathematics— Algebra—Hall and Knight. Geometry—Godfry and Siddon. Mensuration—Tukárám's.
Class II ...	Text Books:— Prose—Conan Doyle's Uncle Bernac. Poetry—Arnold's, Sohráb and Rustam. Composition and Grammar Translation from Gujaráti—Manirám Chhabárám's old stories of Gujarát. Maráthi—Anek Vidya Multatva Sangrah. Extra English—Noble's Cradle Tales of Hinduism. The wonderful century.	History:— (*a*) English : The Empire History, Ransome's short History of England, Gardiner's Atlas of English History. (*b*) Indian : Marsden's History of India. Geography:— Geography of the World.	Arithmetic Lock and Lewis. Geometry—Godfry and Siddon's.	(*a*) Gujaráti:— Prose: Narmgadya, Ramáyan, Máhábhárat's Sár. Poetry: Premánand's Sudáma Charitra. (*b*) Maráthi:— Prose: Anekvidya Multatav Sangrah. Poetry: Moropant's Kekávali.	(*a*) Free hand. (*b*) Model. (*c*) Colour Drawing.	Science:— Chemistry—Roscoe's Primer. Physics—Balfour Stewarts Primer.	Law:—Whitworth's Law Lectures. Political Economy: Walker's first lessons. Advanced Mathematics: Algebra: Hall and Knight. Mensuration—Tukárám's.

Class.	Compulsory Subjects.					Optional Subjects.	
	English.	History and Geography.	Mathematics.	Vernacular (one to be taken).	Drawing.	Science or Second Language (one to be taken.)	Law, Political Economy, Land Revenue or Advanced Mathematics.
Class III ...	Text Books:— Prose : Longman's "Ship" Series, Africa. Poetry—Macaulay's Horatius. Extra English—Finnemore's "Men of Renown" Composition and Grammar. Translation. Well's Páthmála Part II.	History:— English: Blackie's Introduction to British History. Indian: Marsden's. Geography:— General Geography of Asia, Europe and America.	Arithmetic Lock and Lewis. Algebra Hall and Knight. Geometry—Godfry and Siddons.	Gujaráti:— Prose: "Karan Ghelo". Poetry: Dalpat Kavy's Forbes Virah and Vilas. Translation from "Africa". Persian:— Prose: Sad Hykayat. Poetry: Karima. Grammar: General.	Free hand Model and Colour Drawing.	Science:— Chemistry Roscoe's Primer.	
Class IV ...	English:— Prose: New Orient Reader No. III. Poetry—Vaugan's Words from the Poets. Composition—Fables Anecdotes and stories. Páthmála—Well's Part I. Copy writing.	History:— Indian: Marsden's. Geography.— Ghose short Geography of the World.	Arithmetic:— Lock and Lewis.	Gujaráti:— Prose: Rásmála. Poetry: Kavya Sankshep. Composition: Panch-Tantra. Urdu:— Moulvi Mohemed Ismail's Urdu II Book.	Free hand and Colour Drawing.	Science:— Simple experiment in Chemistry and Physics.	
Class V ...	English Prose:— Nelson's Indian Readers Book II or III. Poetry—Children's Treasury of English Songs. Páthmála—Part I. Composition, Translation and Retranslation, Reading, Recitation, conversation. Copy writing.	History:— Mehtá's Gujaráti History of India. Geography:— Bhugol Part II. Map to be drawn.	Arithmetic:— Lock and Lewis.	Gujaráti:— New Gujaráti Readers Book IV and VI. Grammar—Bálvyákaran.	Free hand and Colour Drawing.	Science:— Object Reader No. II.	

Class.	Compulsory Subjects.					Optional Subjects.	
	English.	History and Geography.	Mathematics.	Vernacular (one to be taken).	Drawing.	Science or Second Language (one to be taken).	Law, Political Economy, Land Revenue or Advanced Mathematics.
Class VI ...	English :— Nelson's Indian Readers Book I or II. Wallace First step in English. Translation and Retranslation from Text Book. Copy writing.	History :— Mahipatrám's short History of Gujarát. Geography :— Gujaráti Bhugol Part I.	Arithmetic Lálshanker's Ank Ganit.	Gujaráti :— New Gujaráti Readers Nos. I and V. Poetry from Do. Copy writing.	Freehand.		

ANNEXURE K.

GENERAL TIME TABLE OF OUT-DOOR EXERCISES 1907-08.—WINTER TERM.

Days.	Morning.		Evening.		Masters in charge.
	Seniors.	Juniors.	Seniors.	Juniors.	
Monday ...	Riding School for all		Polo and Tennis... ..	Cricket Nets	Mr. Turner and Daffedár ... Morning. K. S. Vajubha and Vira Wála ... } Evening. Messrs Thákor and Kavi ... ... }
Tuesday ...	Foot-ball for all...		Cricket Nets	Tennis...	Mr. Turner and Mr. Kázi ... ... Morning. Messrs Turner, Kavi, Vevái and K. S. Vira Wála } Evening.
Wednesday..	Tent pegging &c.		Foot-ball...		Mr. Turner and Daffedár ... ... Morning.
Thursday ..	Cross country riding and Coursing		Polo and Tennis ...	Cricket Nets	Mr. Turner and Daffedár ... ... Morning. K. S. Vajubha and Vira Wála ... } Evening. Messrs Thákor and Kavi ... ... }
Friday ...	Foot-ball for all...		Cricket Nets	Tennis...	Mr. Kázi .. .. Morning. Mr. Turner, Mr. Kavi, Mr. Vevái Mr. Kázi and K. S. Vira Wala. } Evening.
Saturday ...	Formation Parade		Foot-ball...		Mr. Turner and Daffedár ... ... Morning.
Sunday ...	Cross Country riding and coursing		Racquets, Tennis and Sports Practice... ...		Daffedár ... ... Morning. Wing Masters ... ... Evening.

After March 18th Sports Practice take the place of Football.

REPORT

ON THE

RAJKUMAR COLLEGE,

RAJKOT.

For 1908-09.

No. 96 of 1909-10.

FROM,

J. T. TURNER, ESQUIRE, M.A.,

ACTING PRINCIPAL, RAJKUMAR COLLEGE.

To,

C. H. A. HILL, ESQUIRE, C. I. E.,

AGENT TO THE GOVERNOR,

IN KATHIAWAR.

Rajkumar College.
Rajkot, April 24th 1909.

SIR,

I have the honour to submit the Annual report on the working of the Rajkumar College, for the year 1908-09.

THE STAFF.

2. Mr. Mayne went on furlough for one year combined with six weeks vacation on the 18th April 1908, and I was appointed to act for him during his absence.

Mr. Williams of the Mayo College, Ajmere, was lent by the Government of India, to act as Vice-Principal for the same period.

Mr. M. P. Patel's services were transferred to the Bhavnagar State and K. S. Vajubha of Lathi, a past Kumar of the College, was appointed to act as Wing Master in his place.

K. S. Vijaysinhji of Sayla was appointed Manager of Sardargadh, but still keeps his lien on the post of Wing Master.

Mr. R. D. Patel has been granted a further extension of one year.

Mr. C. E. Steele was appointed tutor to K. S. Jalaludinkhan of Radhanpur and we are very much indebted to him for the help he has given in the College work.

Duffedar Rupsing of the Bhavnagar Imperial Lancers returned to his regiment and Daffedar Shivratansing of the same regiment took his place.

Mr. Shivshanker has been confirmed in the post of Cricket Coach by your letter No. 2090 of 25th March 1909.

Messrs C. D. Master and Jayashanker Waghji are still on leave without pay.

There have been no other changes in the Staff during the year.

THE COLLEGE ROLL.
Total number.

3. The number of Kumars on the roll at the end of last year was 41. During the year 8 Kumars joined while 9 left the College. The total number on the rolls at present is 40.

Withdrawals. Annexure B gives the names of the 9 Kumars withdrawn during the year, their ages, states and the period of their residence in the College. K. S. Madhavrao of Miraj, K. S. Abdul Majidkhan of Savanur, K. S. Vijaysinhji of Rajpipla and K. S. Kamaludinkhan of Manavadar were withdrawn as they had got Diplomas ; the two last named have already joined the Imperial Cadet Corps, and K. S. Abdul Majidkhan is, I believe, to do so shortly. K. S. Vithalrao of Sangli left the College to continue his education in England, where he did the College credit by passing the second part of the Little-go at Cambridge with honours.

K. S. Umedsinh of Dhrol and K. S. Bhanwala of Bilkha were withdrawn on account of age, and K. S. Bharatsinh of Malia and K. S. Kanaksinh of Sayla for financial reasons.

Admissions. Annexure C gives full particulars of the 8 Kumars admitted during the year.

Distribution of the College Roll. The Distribution of the College Roll is now as follows :—

(*a*) Kathiawar States and Talukas :—

Dhrol	... 1
Jamnagar	... 3
Dhrangadhra	... 1
Lathi	... 2
Bagasra...	... 2
Panchdevda	... 1
Jetpur	... 3
Limbdi	... 3
Navania	... 2
Luni	... 1
Sayla	... 1
Lodhika	... 1
Shahpur	... 1
Muli	... 1
Gavridad	... 1
Kotharia	... 2
Bhavnagar (Varal)	... 1
Mendarda	... 1
Bilkha	... 1
Total ...	29

(*b*) Palanpur Agency :—

Radhanpur	... 1
Total ...	1

(*c*) Rewa Kantha Agency :—

Rajpipla	... 1
Balasinor	... 1
Sanjeli	... 1
Total ...	3

(*d*) Surat Agency :—

Dharampur	1
Bansda	2
Total ...	3

(*e*) Southern Maratha Country :—

Sangli	1
Ramdurg	1
Total ...	2

(*f*) Dharwar Agency :—

Savanur...	1
Total ...	1

(*g*) Sholapur Agency :—

Akalkot...	1
Total ...	1
Grand total ...	40

Our numbers from Kathiawar show an increase of 3 during the year, but this was more than counterbalanced by the smaller number of Kumars from other districts. Mr. Mayne in his report, last year, referred to the question of fees, with reference to the possibility of increasing our numbers. This has now been settled by the council after lengthy discussion, and the decision reached will be dealt with on a later page.

AVERAGE NUMBERS, AGES & ATTENDANCE.

4. The following table gives the average daily number on the College roll and the daily average number present for the last two years :—

	1907-08.	1908-09.
Daily average number on Roll	38·1	38·4
Daily average number present.	32·4	34·7

Annexure D contains a table giving the names of boys arranged according to their classes, ages, length of residence and attendance, and the maximum, minimum and average age in each class. The general attendance continues to be satisfactory. Only one boy has been absent without leave during the year and that was a case of the Kumar arriving late at the beginning of the term. There have been two cases of prolonged absence with leave, one due to sickness and the other to the death of a near relative of the Kumar in question. The following table gives the average age of each class as compared with last year :—

	Diploma class.	II.	III.	IV.	V.	VI.
April 1908.	18·1	17·1	16·5	15·2	14·5	11·9
April 1909.	19·3	17·4	15·9	15·8	12·8	11·6

The Diploma candidates, it may be observed, are more than a year older than last year. The average of the III and IV classes is almost the

same, owing to the fact that in the latter class are two very backward but senior boys. The two lowest classes are both very young. The VI is the largest class of all, and it is a favourable sign that there are so many small boys in the College.

HEALTH.

5. As usual the Agency Surgeon has been responsible for the medical charge of the College, our own Hospital Assistant dealing with all the simpler cases and giving me a report on the Kumars' health every morning. The daily average number sick was ·4 as against ·8 last year. The general health of the Kumars continues to be satisfactory. K. S. Jorawarsinhji of Lathi had an attack of rheumatic fever last July, but I am glad to say, he has quite recovered, and there are apparently no ill-effects from the disease as often occurs.

FINANCES.

6. A detailed account of the Income and expenditure for 1908-09 is given in Annexure E. It will be observed that the estimated closing balance was Rs. 3,950, while the actual sum to our credit is Rs. 49,898-14-10, and it is necessary to explain the large difference. On the expenditure side we effected savings chiefly under the head of salaries to staff owing to Mr. Mayne's leave amounting to Rs. 3,336-5-0. The fees also surpassed the estimated sum by Rs. 6,669-5-11 and the sum received from Government was Rs. 732 more than was calculated. The closing balance however is not in reality as great as is showed, for we have still to refund Rs. 30,118-12-1 to the Endowment Fund. So the real state of affairs after all outstandings have been settled is that we have in hand a sum of Rs. 19,780-2-9 as an opening balance for the year 1,909-10, instead of Rs. 3,950 as estimated.

The Budget Estimates are given in Annexure F with details of the Establishment. The estimated income amounts to Rs. 97,770-against the estimated expenditure of Rs. 89,165. These figures however are somewhat misleading, owing to temporary advances from the local Treasury, which can not be adjusted before the end of the financial year. The opening balance was estimated at Rs. 27,869, but as is shown above the real sum is Rs. 19,780-2-9. This defect however is more than counterbalanced by an item of Rs. 20,432 in the Charges Column, as this refund has been already made.

The annual income of the College is now roughly Rs. 70,000, while the average recurring expenditure amounts to Rs. 65,000. The Karbharis have authorized the interest of the Endowment Fund being entered in the receipts side of the accounts. This amounts to Rs. 15,000, the Government Grant is Rs. 25,000 and Fees may be calculated at Rs. 30,000.

In the Budget Estimates for 1909-10, the actual expenditure is Rs. 68,733, of which Rs. 5,622, is on special repairs to buildings, a non-recurring charge, and the sum of Rs. 63, 111, represents the ordinary charges of the College. At the end of the year, I calculate on a closing balance in our favour of Rs 20,948. It may be presumed that as long as the fee receipts do not drop under Rs. 30,000, the College will be in future self-supporting as far as the States are concerned. As there have been few occasions in the past in which the fees have not reached that sum, I trust that no further contribution from the States will be required.

Expenditure from Imperial Funds.

During the year we have received from Imperial Funds a sum of Rs. 1,11,964. This represents the grants due to the College, from the reorganization of the Staff in 1904, and all arrears have now been settled. The details of the total sum are given in Annexure E.

Expenditure by the States.

There has been no expenditure by the States during the year.

Endowment Fund.

There has been no addition to the Endowment Fund during the year except from the interest added. The sum invested is now Rs. 2,85,034-13-11 and the cash balance is Rs. 52,000, owing to the receipt of arrears of interest during the year. Of this sum Rs. 50,000, I am informed, are to be invested, in which case the estimated income will be increased by the interest on that sum.

Fees.

The fee receipts for the year amounted to Rs. 36,669-9-11 as against Rs. 30,000, estimated. The increase is due partly to the payment of arrears from former years, and also to the numbers of the College being greater than was expected. In the last annual Report Mr. Mayne dwelt at some length on the question of fees generally, but as the matter has now been decided by the Council, it will be dealt with later.

Athletic Fund.

As there is a grant of Rs. 800 from the College resources, we have no Athletic Fund. Kumars buy special articles such as bats and rackets out of their own pockets.

IMPROVEMENTS MADE AND PROJECTED GIFTS.

7. The Ranjitsinhji Swimming Bath has proved of great benefit to the College. Almost all the Kumars can swim. The only exceptions are those who have joined recently and have not yet had time to learn. The only drawback to the present arrangements is due to the scarcity of water, as the original idea of a constant current through the bath has been of necessity a failure. That however is unavoidable in a year of little rain, and we must be content with matters as they stand.

Hospital.

The Hospital is now finished but funds will be required for furnishing it. The sum originally subscribed by H. H. the Nawab of Sachin, the Thakor Saheb of Rajkot and the Rájá Saheb of Dharampur was found insufficient and building operations were suspended owing to lack of funds. However another past Kumar, the Raja Saheb of Chhota Udeipur, very kindly came to the rescue with a donation of Rs. 1,000 which enabled Mr. Davies to continue the work. The building is an extremely handsome one and is a great addition to the appearance of the College. I should, in this connection, like to bring to your notice the fact that Mr. Davies the Agency Engineer has added to the obligations we already owed him. He has now designed and built the Gymnasium, Bath and Hospital, without any remuneration, as a labour of love, and I think, it would be a graceful act if the College could in some way show its appreciation of the work he has done.

Portrait.

H. H. the Rájá Saheb of Rajpipla is presenting the College with a portrait of Mr. Mayne, in recognition of his devotion to the College. The immediate occasion of the gift is to be found in the fact that K. S. Vijaysinhji of Rajpipla left during the year.

Prizes.

The Thakor Saheb of Rajkot again kindly gave a silver cup for a race confined to Kumars at the Kathiawar Races, which was won by K. S. Chintamanrao of Sangli. The Staff also are giving an annual cup for the best swimmer among the Kumars.

Laboratory. Last year Rs. 1,000 wa sanctioned by the States for Laboratory appliances. I asked Mr. Hesketh to make out a list of articles he considered necessary, as he is an expert in that branch. Owing to pressure of work he could not let me have the list until quite lately, but I hope to get the articles specified from England in a short time.

Library. All available funds for the Library have been sent home to Mr. Mayne who is buying a selection of suitable books in England.

REQUIREMENTS.
Hospital. 8. Funds are still required to settle the account due to Mr. Davies at present and it will be necessary to furnish the building suitably. This charge I trust, will be considered favourably by the College Council during the year.

Racquet Court. Repairs are urgently needed. The surface of the inside walls is coming off in many places and the floor is badly cracked. The cement ought to be renewed all over the Court to put it really into order. The Kumars have renewed their interest in the game and the Court is occupied almost every evening at present.

Gymnasium. The gymnasium would be greatly improved by the laying down of a wooden floor. The present floor is covered by over a foot of shingly gravel which is extremely heavy. It is out of the question to have any boxing, fencing or running as there is no foothold. If there were a wooden floor, the Gymnasium would be a great boon during the monsoon, whenever outdoor games are impossible.

Stables. During the last monsoon a part of the old stables collapsed but fortunately no horses were damaged. The Agency Engineer has made an estimate for rebuilding the whole block, which I am glad to say has been sanctioned by the States.

Latrines. Both blocks of latrines have been condemned as unsafe and the estimates for replacing them have been also sanctioned.

Servants' quarters. The repairs of the stables involve the pulling down of some servants' quarters in the Vice-Principal's bungalow, which require to be rebuilt. Sanction has been given for this work also. I should like to take this opportunity of expressing my thanks to the States' Representatives for the generous way in which they have dealt with the College budget.

SCHOOL WORK.
Recognition of Diploma. 9. The Bombay University is still unwilling to recognize the Diploma as equal to the Matriculation. I do not know whether any good would be accomplished by reopening the subject. There are few cases of Kumars going to the University, and now the Post Diploma Course is arranged, there will probably be less. Competent authorities have several times stated their opinion that the Diploma Kumars are far ahead of the average matriculated student, at least as concerns English. In this connection I may remark that K. S. Jorawarsinhji of Bhavnagar has passed his B. A. Bombay during the year.

Curriculum for 1908-09. The course of studies followed the lines laid down by the Conference of Principals at Ajmer in October 1907. It is shown in Annexures G, H, with the time table and the number of boys following the

different courses. It has been our experience here that the courses set in Law and Land Revenue are too exigent. In Law, for instance, which is a sub-head itself, there are four minor divisions, and I respectfully submit that it is not practicable in an ordinary school course to teach such subjects in an efficient manner without seriously impeding progress in more important subjects such as English. The curriculum for the Diploma, I imagine, is still in an experimental stage and liable to alteration according to experience. My own opinion is that such administrative subjects should be left to the Post Diploma course when boys would be more fitted mentally to grasp them.

Diploma Examination.

The results of last year's Diploma Examination were not published in time for inclusion in last year's report. I shall therefore take the opportunity of dealing with them now. Two candidates appeared from this College, K. S. Vijaysinhji of Rajpipla and K. S. Kamaludinkhan of Manavadar. Both of them passed, the former being second and the latter sixth among all the candidates. K. S. Vijaysinhji just missed getting distinction with 64% of the total marks.

This year we are sending up three candidates but the results will not be published in time to be included in this report.

Inspection.

Last year's inspection was made by Mr. Giles whose report has been published during the year. From it he seemed thoroughly satisfied with the general work of the College. This year Mr. Hesketh, Inspector of European Schools, Bombay and C. P., and Mr. Wathen of the Government College Lahore were deputed by Government to carry out the inspection which they did at the beginning of this month. Their report will doubtless reach us next term.

Results of Examination.

The half-yearly examination was held at the end of last term by the College Staff. The marks then obtained are considered in the awarding of Prizes for the year.

ANNUAL EXAMINATION.

The Annual examination was held this month. The Diploma Candidates were examined by Messrs Hesketh and Wathen whose results will not be published for some time. We have however looked over the papers and marked them here as usual in order to award prizes. According to our estimate all three Kumars pass, Kumar Shri Chintamanrao doing very creditably. The staff carried out the examination of the rest of the College. Out of the forty Kumars examined, thirty-two or eighty per cent pass in all subjects, while eight fail in one or more subjects. The details of the examination results are appended, while the papers for the Diploma Class are given in Annexure I.

SUMMARY OF RESULTS OF EXAMINATION.

Class.	Number of Boys in Classes.	Number examined.	Number passed in all subjects.	Number failed in one or more subjects.
Diploma Class. ...	3	3	3	...
Class II ...	9	9	6	3
„ III ...	6	6	4	2
„ IV ...	7	7	4	3
„ V ...	4	4	4	...
„ VI ...	11	11	11	...
Total. ...	40	40	32	8

Annexure J shows the results of the present examination, obtained in the manner above mentioned in all subjects, and the award of Prizes, which are given on the year's work, including the Terminal and Annual Examinations.

Curriculum for 1909-10.

This will be according to the course prescribed for all the Chiefs Colleges. (vide Annexure K). The English books selected to be read critically next year, by the Diploma candidates are Knights' " Where Three Empires Meet " and Shakespeare's " Julius Cæsar."

Religious Instruction.

The arrangements continue the same as last year. The prayers of the Hindu Kumars are conducted in their own rooms and the College Shastri lectures every Sunday afternoon. The Kazi superintends the daily Nimaz and also lectures on Sundays. Mosques and temples in the vicinity are visited on special occasions.

OUT DOOR LIFE.

Cricket.

10. In Cricket 10 matches in all were played during the monsoon term, of which two were won, 2 drawn in our favour and 6 lost. K. S. Kamaludinkhan of Manavadar made a very energetic Captain. The Rajkot Challenge Shield was won by the South Wing.

Football.

It has been very difficult to get any matches during the season, owing to the lack of opponents. The College were beaten by the Manavadar and Jaipur teams after good games, while the Kumars drew twice with the Staff. K. S. Jalaludinkhan of Radhanpur set a good example as Captain. The South Wing won the Challenge Cup.

Swimming.

Almost all the Kumars can swim and are very fond of bathing. The Swimming Cup was won by K. S. Chintamanrao of Sangli.

Racquets.

Racquets has been more keenly played lately than usual, but the Court is badly in need of repairs. The Ranjitsinhji Challenge Cup was won by K. S. Jalaludinkhan of Radhanpur.

Tennis.

Tennis matches were played with the Wadhwan Girasia School and the Old Boys, both of which were lost.

Mounted Cadet Corps.

K. S. Chintamanrao of Sangli has been Squadron Commander during the year and has set a good example of keenness and smartness. K. S. Vijaysinhji of Rajpipla, K. S. Kamaludinkhan of Manawadar and K. S. Jalaludinkhan of Radhanpur were the other officers during the monsoon term, at the end of which the two former left for the Cadet Corps. Their places were filled by K. S. Dipsinhji of Dhrol and K. S. Prakramsinhji of Rajpipla, who have both done their work well. The Officers' Challenge Cup presented by Mr. P. Hide was won by K. S. Chintamanrao of Sangli. The tent-pegging Challenge Cup presented by K. S. Gumansinhji of Malia was won by K. S. Gagubha of Panchdevda. The Junior Parade Cup presented by K. S. AbdulMajidkhan, another past Kumar, was won by K. S. Harichandrasinhji of Muli, who defeated, by tne narrow margin of one mark, K. S. Shivsinhji of Kotharia, K. S. Amrawala of Bagasra, K. S. Digvijaysinhji of Limdi.

A time table of outdoor exercises is attached in Annexure L. which is changed according to the season.

BOARDING HOUSES.

11. The arrangements continue as before, the Kumars living in the North and South Wings of the College quadrangle, in charge of Wing Masters, who are always on the spot at night and when the Kumars are in their rooms during the day. The Rajput Mess continues to flourish, the members of which now number 12; the Kathi and Mahomedan Messes however are badly in want of more members. There are four sets of quarters empty.

CONDUCT.

12. There has been no instance of serious misconduct during the year. This is due a great deal to the influence of the four Officers, of whom K. S. Chintamanrao especially has proved equal to the responsibilities placed upon him.

IMPERIAL CADET CORPS.

13. Two Kumars, K. S. Vijaysinhji of Rajpipla and K. S. Kamaludinkhan of Manavadar, joined the Corps in September last. K. S Abdulmajidkhan of Savanur, who has been for the year at the M. A. O. College Aligarh, and K. S. Prakramsinhji of Rajpipla are to join next month.

OTHER NOTEWORTHY EVENTS. Annual Prizegiving.

14. This took place in August last, the Prizes being presented by C. H. Hill, Esquire, C. I. E., Agent to the Governor in Kathiawar, whose speech on the occasion is appended (Annexure M). The Programme incuded a number of recitations and a scene from "Much Ado about Nothing," in which K. S. Dipsinhji distinguished himself as Dogberry. The Hall was well filled, a number of Chiefs and past Kumars being present.

Council.

The past year has been a year of great importance in the College history. Matters of the greatest influence on the career of the College have come before the Council and consequently there have been four Council Meetings during the year. At the first meeting on August 6th there was no quorum of Chiefs present, owing to which fact only an informal discussion took place. The other meetings on September 24th, November 21st and March 3rd were fully attended and various resolutions were adopted. The most important questions comprised the subjects of fees, a Post Diploma Course and the internal economy of the College. The following are the present Members of the College Council.

PRESIDENT.

1 His Excellency the Governor of Bombay.

VICE PRESIDENT.

2 The Agent to H. E. the Governor in Kathiawar (ex-officio).

NOMINATED BY CHIEFS.

3 His Highness the Jam Saheb of Navanagar.
4 His Highness the Maharaja Saheb of Bhavnagar.
5 His Highness the Raj Saheb of Dhrangadra.
6 His Highness the Thakor Saheb of Gondal.
7 The Raj Saheb of Wankaner.
8 The Thakor Saheb of Rajkot.
9 The Thakor Saheb of Wadhwan.
10 The Chief of Vadia.

NOMINATED BY GOVERNMENT.

11 The Judicial Assistant to the Agent to the Governor, Kathiawar (ex-officio).
12 Major F. de B. Hancock, Political Agent, Halar.
13 Major H. W. Berthon, Political Agent, Gohelwad.
14 Major N. S. Coghill, Political Agent. Jhalawar.
15 The Principal Rajkumar College (ex-officio).

After the Chiefs had been consulted and various propositions considered the following scale of fees was adopted for the future. I understand that the new scale does not affect Kumars already in the College.

States and Estates.	In Kathiawar.		Outside Kathiawar.
	Heirs.	Younger Sons.	
I States and Estates whose income exceeds 5 Lakhs.	200 p. m. each.	100 p. m. each.	
II States and Estates whose income does not exceed 5 Lakhs.	150 p. m.	75 p. m.	25 per cent more to all who have not contributed a sum of Rs. 5,000 or more to the Endowment Fund.
III States and Estates whose income does not exceed 1 Lakh.	100 p. m	50 p. m.	
IV States and Estates whose income does not exceed ½ Lakh.	50 p. m.	50 p. m	

The Post Diploma Course.

When the Council were consulted last year as to the desirability of a Post Diploma Course being established here, the general opinion was that there was no need for such a course, but on hearing your explanation of the origin of this course, the matter was reopened, and after discussion it was resolved that preparations should be made for it, provided that no additional expense should fall upon the College. The course was divided into three heads, English, History and Administration. The courses adopted in the first two are the same as at Ajmere for these subjects, for which the present staff are responsible as far as may be found possible in actual experience. For the Administrative course, you, Sir, undertook that the Agency would arrange. A sub-committee was appointed to discuss the details of the administrative work and their proposals were adopted. The chief points in their report were (1) that practical work with officers on tour is necessary and (2) that the examination should be based on the Agency Departmental Examination with necessary alterations.

Internal economy of the College.

A sub-committee was appointed and reported on the internal economy of the College. The chief points recommended by them were that attempts should be made to dispense with private servants, the messing system should be made more popular, and if possible a small common dormitory be started. The Council resolved that the Principal should establish these changes provided he could secure the consent of the Kumars' parents and guardians. With regard to this resolution I have sent a letter asking all parents and guardians their views on the subject, and of the replies already received, not one, is in favour of the proposed changes. I fear that the time is hardly ripe for such radical alterations.

Finances.

The question of the administration of the College finances was brought up, but after a short discussion it was resolved that no change in the present practice should be made. The Karbharis however were requested to make a report on the matter.

Several other matters were disposcd of by the Council during these meetings, but none of them call for special mention in this report.

The Old Boys' Gathering.

This was held at the beginning of August at the same time as the Prizegiving. Thirty-two old boys were present, a very creditable number though not as large as last year. The weather was bad again but in spite of that all the different matches were finished. The present Kumars won the cricket, tennis and shooting matches and also the tent pegging and Tug-of-War. The past Kumars however were without many of their best athletes.

The visit of the Indore College.

The Daly College, Indore, sent over a team to play us at cricket, tennis and football at the beginning of March. We were badly defeated at cricket and lost a very close game at football by one goal to two. The tennis match was drawn, as only two pairs played on each side, of whom one won and one lost. The visit was a great success notwithstanding our defeats, and the way in which the two teams fraternised was most remarkable. I trust that this visit will be an annual event, each College taking its turn to travel to the other

Distinguished Visitors.

Among the Old Boys who have visited the College during the year are H. H. the Jam Saheb with his guests, H. H. the Maharajah Saheb of Bhavnagar, H. H. the Thakore Saheb of Morvi, the Raj Saheb of Wankaner, the Thakor Saheb of Rajkot, the Thakor Saheb of Wadhwan, the Chief of Manavadar, the Chief of Vadia, Darbar Shri

Vajsurwala and Darbar Shri Ramwala of Bagasra and others. Other distinguished visitors have been Lord and Lady Londesborough, Lady Irene Denison, and Sir Bindon Blood.

Installation.

Two of our past Kumars have been installed during the year, Raja Saheb Ranjitsinhji of Baria and Madhavrao Patwardhan Chief of Miraj Junior.

Obituary.

I regret to say that during the year four past Kumars have been removed by the hand of death. Their names are as follows:—Sahebzada Sherzamankhanji of Junagadh, H. H. the Rana Saheb of Porbandar, K. S. Jethiji of Virpur and Azam Najawala of Bilkha.

15. I cannot close this report without expressing my gratitude to you, Sir, for the unfailing support and ready advice which you have always freely given to me. I should also like to express my deep appreciation of the way in which Mr. Williams and all the members of the staff have loyally helped me to carry on the work of the College during Mr. Mayne's absence. These two factors have greatly lightened the burden of responsibility which an Acting Principal is almost bound to feel.

I have the honour to be,
Sir,
Your most obedient servant

J. T. TURNER,
Acting Principal, Rajkumar College.

ANNEXURES.

ANNEXURE A.—List of College Staff on 31st March 1909.
" B.—Withdrawals.
" C.—Admissions.
" D.—List of boys arranged according to classes, age, length of residence, maximum, minimum and average age of classes.
" E.—Statement of Income and Expenditure.
" F.—Budget Estimates for 1909-10 and details of Establishment.
" G.—Schedule of Work done during 1908-09. Class Time Table.
" H.—Table of Boys following different courses.
" I.—Papers set for Diploma Examination.
" J.—Detailed result of the Annual Examination.
" K.—Curriculum for 1909-10.
" L.—Time-Table of Outdoor Exercises.
" M.—Prize-giving Speech.

ANNEXURE A.

List of the Rajkumar College Staff on 31st March 1909.

C. Mayne Esquire, M.A.	*Principal (on Furlough).*
J. T. Turner Esquire, M.A.	*Ag. Principal.*
H. St. J. Williams Esquire B.A.	*Vice-Principal.*

Native Assistants.

Mr. Rustamji Dhanjibhai Patel, F.E.A.	*1st Assistant.*
„ Balwantrai Kalianrai Thakor, B.A.	*2nd do.*
„ Nanalal Dalpatram Kavi, M.A.	*3rd do.*
„ Jehangir Sorabji Vevai, B.A.	*4th do.*
„ Badiuzzaman H. Kazi, M.A.	*5th do.*
„ Ichhashanker P. Mehta, P.E.	*6th do.*
K. S. Vala Vira Mulu.	*Wing Master.*
„ Vijaysinh T. Gohel.	*do.*
Mr. Prabhudas Jethalal Parekh.	*Clerk and Librarian.*

Medical Officer.

Major A. Hooton, I.M.S.

Hospital Assistant.

Mr. Keshav Babarao Divatia.

Drawing and Music.

Mr. Osman Bachal, 3rd Grade Bombay School of Art.	*Drawing Master.*
„ Gangaram B. Achrekar.	*Music Master.*

Riding Master.

Daffedar Shiv Ratansing.	*Bhavnagar Imperial Lancers.*

Cricket Coach.

Mr. Shivshanker Jeshanker Thakar.

ANNEXURE B.

Withdrawals during the year 1908-09.

No.	Names of Boys.	Ages.		State to which they belong.	Period of their stay at the College.		Remarks.
		Years.	Months.		Years.	Months.	
1	K. S. Abdul Majidkhan of Savanur	17	6	Savanur	7	8	
2	„ „ Madhavrao of Miraj (Junior)	19	1	Miraj (Jr.)	5	2	
3	„ „ Vithalrao of Sangli...	16	8	Sangli	4	9	
4	„ „ Vijaysinhji of Rajpipla	18	6	Rajpipla	7	6	
5	„ „ Kamaludinkhan of Manavadar	19	5	Manavadar ...	11	3	
6	„ „ Umedsinhji of Dhrol	20	11	Dhrol	7	9	
7	„ „ Bhanwala of Bilkha...	20	1	Bilkha	11	4	
8	„ „ Kanaksinhji of Sayla	16	11	Sayla	1	10	
9	„ „ Bharatsinhji of Malia	13	6	Malia	4	5	

ANNEXURE C.

Admissions during the year 1908-09.

No.	Names of Boys.	Name of Parents.	States from which they come.	Date of Joining.	AGES AT THE TIME OF JOINING.		REMARKS.
					Years.	Months.	
1	K. S. Digvijaysinhji	Thakor Saheb Dolatsinhji	Limbdi ...	2nd June 1908 ...	12	1	
2	„ „ Rukhadwala	Lomawala Mokawala	Navania ...	2nd June 1908 ...	8	11	
3	„ „ Ajitsinhji	Harisinhji	Varal ...	29th August 1908	12	8	
4	„ „ Harsurwala	Vala Vajsur Punja...	Jetpur. ...	9th Nov. 1908	9	5	
5	„ „ Desawala	Vala Nag Hamir	Mendarda. ...	27th Nov. 1908	11	5	
6	„ „ Pratapsinhji	Thakor Saheb Dolatsinhji	Limbdi. ...	5th Dec. 1908	9	5	
7	„ „ Fattehsinhji	Do.	Do. ...	Do.	8	4	
8	„ „ Muluwala	K. S. Valerawala Alawala	Bilkha. ...	15th Jan. 1908	12	5	

ANNEXURE D.

List of Boys arranged according to classes, ages, length of residence and attendance, maximum, minimum and average age of classes. 1908-1909.

Names.	Age on 31st March 1909.			How long resident in College.			Attendance from 1st April 1908 to 31st March 1909.				Maximum, Minimum and average age of classes.
	Year.	Months.	Days.	Year.	Months.	Days.	Present.	Absent with leave.	Absent without leave.	Total.	
Diploma Class.											Y. M.
K. S. Chintamanrao of Sangli ...	19	1	18	5	9	7	214	30	...	244	20- 0
„ Dipsinhji of Dhrol.	18	9	22	8	8	30	225	19	...	244	18- 9
„ Jalaludinkhan of Radhanpur	20	0	0	12	2	5	193	49	...	244	19- 3
Class II.											
K. S. Narsinhdevji of Dharampur	17	2	8	8	9	27	226	13	5	244	
„ Prakramsinhji of Nandod ...	19	7	30	8	2	25	219	25	...	244	19- 7
„ Fattehsingrao of Akalkot ...	14	7	8	1	9	16	204	40	...	244	14- 7
„ Shivaysinhji of Jamnagar ...	18	5	6	1	9	14	232	12	...	244	
„ Dajiraj of Jamnagar ...	18	3	12	1	9	14	240	4	...	244	17- 5
„ Pratapsinhji of Lathi ...	17	11	11	8	7	18	206	38	...	244	
„ Jorawarsinhji of Lathi ...	17	8	11	8	7	20	163	81	...	244	
„ Ramwala of Bagasra ...	17	5	28	9	4	19	229	15	...	244	
„ Gagubha of Panchdevda. ...	15	4	24	8	1	0	239	5	...	244	
Class III.											
K. S. Pravinsinhji of Bansda ...	18	1	6	7	4	11	211	33	...	244	
„ Pushpsinhji of Sanjeli ...	16	3	21	1	2	0	244	0	...	244	18- 3
„ Amarawala of Bagasra ...	14	0	1	2	2	23	220	24	...	244	12-11
„ AbdulRahiman Khan of Savanur	15	0	0	1	4	15	238	6	...	244	15- 9
„ Kanthadwala of Jetpur ...	18	3	7	6	0	28	224	20	...	244	
„ Digvijaysinhji of Limdi ...	12	11	21	0	9	29	214	15	...	229	
Class IV.											
K. S. Punjawala of Nawania ...	17	4	6	4	4	14	237	7	...	244	19- 5
„ Ramrao of Ramdurg ...	13	6	13	1	4	15	240	4	...	244	13- 4
„ Jamiatkhan of Balasinor ...	14	4	22	4	4	17	232	12	...	244	15- 8
„ Amrawala of Luni	13	4	4	5	2	7	230	14	...	244	
„ Karansinhji of Sayla ...	17	10	20	2	9	19	235	9	...	244	
„ Dansinhji of Lodhika ...	19	5	25	4	8	13	239	5	...	244	
Class V.											
K. S. Pratapsinhji of Jamnagar ...	14	7	0	1	9	14	241	3	...	244	14- 7
„ Bhupatsinhji of Dhrangdra	11	4	6	1	9	14	237	7	...	244	9- 8
„ Prabhatsinhji of Shahpur ...	14	5	0	3	3	24	239	5	...	244	12- 6
„ Harichandrasinhji of Muli...	9	8	15	3	0	16	243	1	...	244	
Class VI.											
K. S. Bhavanisinhji of Gavaridar	14	4	28	1	2	29	177	67	...	244	
„ Rukhadwala of Navania ...	9	8	15	0	9	29	227	2	...	229	14- 4
„ Shivsinhji of Kotharia ...	13	10	5	2	4	0	219	25	...	244	8- 7
„ Jivansinhji ofKotharia... ...	11	4	2	2	1	14	218	26	...	244	11- 6
„ Ebhalwala of Jetpur	12	4	2	1	2	26	232	12	...	244	
„ Ajitsinhji of Varal	13	3	4	0	7	2	133	8	...	141	
„ Harsurwala of Jetpur	9	10	17	0	4	22	121	12	...	133	
„ Desawala of Mendarda ...	11	10	10	0	4	4	144	0	...	144	
„ Pratapsinhji of Limdi ...	9	9	13	0	3	26	102	4	...	106	
„ Fattehsinhji of Limdi. ...	8	7	24	0	3	26	102	4	...	106	
„ Muluwala of Bilkha	12	7	29	0	2	16	74	1	...	75	

ANNEXURE

Statement showing the Income and Expenditure

No.	Receipts.	Estimated Receipts.	Actual Receipts.
	Opening Balance.	30,316 0 0	30,315 12 8
1	Fees from Kumars.	30,000 0 0	36,669 5 11
2	Garden Receipts.	300 0 0	211 9 11
3	Miscellaneous Receipts	30 0 0	17 13 0
4	Contribution towards Accountant's pay	250 0 0	317 13 8
5	Interest of the Endowments :—		
	Sir James Ferguson Medal ... Rs. 174-9-0		
	Macnaghten Medal ... ... Rs. 174-9-0		
	Diamond Jubilee Prize ... ... Rs. 174-9-0	629 0 0	628 6 10
	Gondal Prize ... ... Rs. 87-4-6		
	Macnaghten Music Prize ... Rs. 17-7-4		
6	Government Grant	1,11,262 0 0	1,11,964 2 5*
7	Refund of Leave Allowance	...	39 12 .7
8	Received from the Pro. Treasury	...	20,442 8 10
	*For 1903-04 ... Rs. 701- 9-10		
	„ 1904-05 ... Rs. 11,750- 9-11		
	„ 1905-06 ... Rs. 24,613- 1- 8		
	„ 1906-07 ... Rs. 24,966-13- 0		
	„ 1907-08 ... Rs. 24,966- 0- 0		
	„ 1908-09 ... Rs. 24,966- 0- 0		
	Total Rs. 1,11,964- 2- 5		
	Total Rs.	1,72,787 0 0	2,00,607 5 10

E.

of the Rajkumar College for 1908-09.

No.	Expenditure.	Estimated. Expenditure.	Actual Expenditure.	
1	Salary to College Staff	49,713 1 8	46,376 12 8	
2	Contingencies	1,500 0 0	1,498 13 1	
3	Water Charges	900 0 0	900 0 0	
4	Garden Establishment	918 0 0	1,039 0 9	
	Do. Contingencies	726 0 0	726 0 0	
5	Conservancy Establishment	672 0 0	756 0 0	
	Do Contingencies	320 0 0	319 15 6	
6	Library and Prizes	300 0 0	298 14 0	
7	Play Ground and Gymnasium	800 0 0	798 11 1	
8	Medicines	300 0 0	300 0 0	
9	Repairs to Buildings	2,500 0 0	2,468 6 2	
10	Engraving Marble Slab	50 0 0	50 0 0	
--	House rent to Hos. Assistant	36 0 0	36 0 0	
12	Pension quota	1,006 0 0	993 3 2	
13	Travelling Allowance	.....	56 10 0	
14	Fire Insurance	400 0 0	400 0 0	
15	Scientific Apparatus	1,000 0 0	1,000 0 0	
16	Class Room Clocks	36 0 0	36 0 0	
17	Charity to Pagi Karsan	.....	20 0 0	
18	Printing Charges	.....	280 12 5	
19	Prizes and Medals	628 6 10	628 6 10	
20	Refund of Advances :—			
	Endowment Fund ... Rs. 30,118-12-1	1,07,031 0 0	*91,724 6 6	* To the Provincial Treasury.
	Provincial Treasury ... Rs. 76,912- 1-1			
	Closing Balance ...	3,950 0 0	49,898 14 10	
	Total Rs.	1,72,787 0 0	2,00,607 5 10	

ANNEXURE

RAJKUMAR COLLEGE REVISED

RECEIPTS.

Item No.	Particulars.	Actual receipts for 1907-1908.	Estimated and revised receipts for 1908-1909.	Estimated receipts for 1909-1910.	REMARKS.
	Opening Balance	11,754	30,316	27,869	
1	Fees from Kumars	31,144	30,000	30,000	
2	Garden Receipts	199	300	300	
3	Contribution towards Accountant's pay	271	250	250	
4	Miscellaneous Receipts	13	30	30	
5	Interest of Prize Endowments Sir James F. Medal 174 9 0 Macnaghten Medal 174 9 0 Diamond Jubilee Prize 174 9 0 Gondal Prize 87 4 6 Macnaghten Music Prize 17 7 4	629	629	629	
6	Refund of Pension Contribution	23,538	...	...	
7	Recovery of leave allowance	20	...	...	
8	Advance from Provincial Treasury	22,429	20,432	...	
9	Interest of the invested amount of the Endowment Fund	...	...	13,726	
10	Government Grant-in-aid	...	1,11,964	24,966	
	TOTAL RUPEES	89,997	1,93,921	97,770	

Rajkumar College, Rajkot, March 6th, 1909.

F.

BUDGET for the year 1909-1910.

DISBURSEMENTS.

Item No.	Particulars.	Actual charges for 1907-1908.	Estimated and revised charges for 1908-1909.	Estimated charges for 1909-1910.	REMARKS.
1	Salary to College Staff	46,305	46,366	51,692	
2	Pension Contribution	1,219	...	....	
3	Contingencies	1,667	1,500	1,500	
4	Water charges	900	900	900	
5	Garden Establishment	774	1,039	918	
	Do. Contingencies	726	726	726	
6	Conservancy Establishment	672	756	672	
	Do. Contingencies	311	320	320	
7	Library and Prizes	486	300	300	
8	Play Ground and Gymnasium	750	800	800	
9	Medicines	200	300	200	
10	Engraving Marble Slab	50	50	50	
11	Medals and Prizes	629	629	629	
12	Quota towards Pension	1,006	1,006	848	
13	House rent to Hospital Assistant.	36	36	36	
14	Billiard Room Floor	193	....	...	
15	Lights for the Hall	122	....	...	
16	Repairs to Vice-Principal's Bungalow	748	....	...	
17	Repairs to Buildings	2,484	2,500	2,500	
18	Travelling Allowance	403	56	...	
19	Fire Insurance	...	400	400	
20	Scientific Apparatus	...	1,000	...	
21	Class Room clocks	...	36	...	
22	Refund of Advances :— Endowment Fund Rs. 30,118 12 1 / Provincial Treasury Rs. 77,851 2 8	...	1,07,031	20,432	
23	Charity to Pagi Karsan	...	20	...	
24	*Printing Annual Report, &c.*	...	281	*500*	
25	*Increase in Hospital Assistant's pay*	...	....	*120*	
26	*Building Latrines*	...	....	*2,000*	
27	*Do. Stables*	....	....	*2,000*	
28	*Do. Servants' quarters in Vice-Principal's Bungalow*	....	....	*1,622*	
	Closing Balance	30,316	27,869	8,605	
	TOTAL RUPEES	89,997	1,93,921	97,770	

J. T. TURNER,

Acting Principal, Rajkumar College.

A.

RAJKUMAR COLLEGE, RAJKOT, BUDGET FOR 1909-1910.

DETAILS OF ESTABLISHMENT.

No.	Name.	Period.	Amount.	Total.
1	Acting Principal, Salary.	From 1-3-1909 to 31-5-1909 at Rs. 983-5-4	2,950 0 0	
	Principal, Do.	From 1-6-1909 to 28-2-1910 at Rs. 1,250	11,250 0 0	
		Exchange Compensation on Rs. 14,200 at 6¼%	887 8 0	15,087 8 0
2	Acting Vice Principal, Salary.	From 1-3-1909 to 31-5-1909 at Rs. 600	1,800 0 0	
	Vice Principal, Salary....	From 1-6-09 to 5-9-1909 at Rs. 650	2,058 5 4	
	Do.	From 6-9-1909 to 28-2-1910 at Rs. 700	4,083 5 4	
		Exchange Compensation on Rs. 7,941 at 6¼%	496 5 0	8,437 15 8
3	1st Assistant, Salary. ..	From 1-3-1909 to 31-8-1909 at Rs. 350	2,100 0 0	
		From 1-9-1909 to 28-2-1910 at Rs. 375	2,250 0 0	4,350 0 0
4	2nd Assistant, Salary ...	From 1-3-1909 to 28-2-1910 at Rs. 300	3,600 0 0	3,600 0 0
5	3rd Assistant, Salary ...	From 1-3-1909 to 31-7-1909 at Rs. 250	1,250 0 0	
		From 1-8-1909 to 28-2-1910 at Rs. 275	1,925 0 0	3,175 0 0
6	4th Assistant, Salary ...	From 1-3-1909 to 31-7-1909 at Rs. 160	800 0 0	
		From 1-8-1909 to 28-2-1910 at Rs. 180	1,260 0 0	2,060 0 0
7	5th Assistant, Salary ...	From 1-3-1909 to 31-3-1909 at Rs. 160	160 0 0	
		From 1-4-1909 to 28-2-1910 at Rs. 180	1,980 0 0	2,140 0 0
8	6th Assistant, Salary ...	From 1-3-1909 to 31-8-1909 at Rs. 180	1,080 0 0	
		From 1-9-1909 to 28-2-1910 at Rs. 200	1,200 0 0	2,280 0 0
9	Wing Master, Salary ...	From 1-3-1909 to 31-8-1909 at Rs. 120	720 0 0	
		From 1-9-1909 to 28-2-1910 at Rs. 130	780 0 0	1,500 0 0
10	2nd Wing Master, Salary.	From 1-3-1909 to 31-8-1909 at Rs. 130	780 0 0	
		From 1-9-1909 to 28-2-1910 at Rs. 140	840 0 0	1,620 0 0
11	Clerk, &c. Salary... ...	From 1-3-1909 to 31-3-1909 at Rs. 80	80 0 0	
		From 1-4-1909 to 28-2-1910 at Rs. 90	990 0 0	1,070 0 0
		TOTAL Rs.....	.....	45,320 7 8

B.

RAJKUMAR COLLEGE RAJKOT.

Subordinate Staff and Menial Establishment Budget for 1909-10.

Name.	Salary.	Total.	Remarks.
Surgeon ... ... 100 × 12	1,200 0 0		
Cricket Coach ... 75 × 12	900 0 0		
Hospital Assistant ... 30 × 12	360 0 0		
Farrier ... ... 25 × 12	300 0 0		
Riding Master ... 15 × 12	180 0 0		
Shástri ... 15 × 12	180 0 0		
Kázi ... ... 15 × 12	180 0 0		
Music Master ... 20 × 12	240 0 0		
Drawing Do. ... 20 × 12	240 0 0		
Jamádàr ... ... 15 × 12	180 0 0		
Muccadam ... ... 12 × 12	144 0 0		
8 Peons ... 4 × 9 × 12 = 432 4 × 8 × 12 = 384	816 0 0		
9 Hamáls ... ... 9 × 9 × 12	972 0 0		
5 Pagees ... ... 5 × 8 × 12	480 0 0		
Total Rs.....	.....	6,372 0 0	
Statement A	45,320 7 8		
Statement B	6,372 0 0		
Grand Total...	.....	51,692 7 8	

OF THE
BOMBAY
BRANCH
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ANNEXURE C.

Progress of Studies. 1908-09.

Diploma Class.

ENGLISH :—

Prose.—Kingsley's Westward Ho!

Poetry.—Shakespere's Merchant of Venice.

Extra Prose.—John Nicholson (Trotter.)

Translation and Retranslation (into and from Vernacular).

Composition.

VERNACULAR :—

(*a*) GUJARATI :—

Kalidass's Shakuntala Nâtak.

Petition Reading.

(*b*) MARATHI :—

Prose.—Gadya Ratna Samuchchaya or Gems of Marathi Prose. Part I Complete.

Poetry.—Moropant's Kachopakhyan and Krishna Shishtai.

Petition Reading.—Modi.

(*c*) URDU :—

Prose.—Moharibati Misro Sudan. pp. 73 to end.

Poetry.—Mussadasi Hali. pp. 44-54.

Translation.—Simple passages.

Composition.

Petition Reading.

HISTORY AND GEOGRAPHY :—

English History.—Oman's, The whole.

Indian History.—Marsden's, From Babar to the end.
Rulers of India Series. Lord Canning.

Geography.—British Isles and Colonies and India in detail, and the rest of the World.

MATHEMATICS :—

Arithmetic.—Complete Course.

SCIENCE :—

Chemistry.—Roscoe's Primer.

Physics.—Balfour Stewart's Primer
Practical work in the Laboratory.

LAW, POLITICAL ECONOMY, REVENUE AND SURVEY :—

(*a*) *Law.*—Whitworth's Law Lectures Complete, Jurisprudence 8 lectures from Notes.

(*b*) *Political Economy.*—The Elements of Political Economy.

(*c*) *Revenue.*—Baden Powell's Short Account Chs. 1-8 mostly Class notes.

(*d*) *Surveying.*

Class. II.

ENGLISH :—

Prose.—Uncle Bernac. Chs. 1-4.

Poetry.—Sohrab and Rustam. Complete.
Recitation. Lines 1-93 and 175-262.

Composition.—Simple essays.

Grammar.—Parsing and Analysis.

Pathmala.—Ramayannosâr Ch. 1 and 2 or Marathi pp. 252-279 and pp. 5-23 out of prose.

Extra English.—From the Land of Princes. pp. 1-131.

VERNACULAR :—

GUJARATI :—

Prose.—Ramayan and Mahabharat Sar Narmgadya.

Peotry.—Sudama Charitra.

Composition.—Simple essays,

Translation.—From the Extra English. pp. 1-9, 40-45, 81-90.

Parsing.—Full Parsing.

MARATHI :—

Prose.—Anek Vidya Multatva Sangraha. pp. 64-140.

Poetry.—Navanita Bharatbhav. Stanzas 1-81.

Translation.—From Extra English.

HISTORY AND GEOGRAPHY :—

English History.—The Empire History. 1603-1815.

Indian History.—Marsden's Chs. 44-72.

Geography.—Murdock's Manual Geography.
pp. 16-41, 71-88, 124-32, 147-50, 178-89, 205-28 255-9, 292-6, 305-9, 321-5, 359-66.

MATHEMATICS :—

Arithmetic.—Elementary Arithmetic, Square root, Profit and Loss, Discount and Present Worth, with revision.

Enclid.—Godfrey and Siddon's Book I. 1-24.

SCIENCE.—

Chemistry.—Roscoe. pp. 9-106.

Physics.—Balfour Stewart's. pp. 9-96.

DRAWING :—

Free hand, Colour and Model drawing.

VOLUNTARY SUBJECTS :—

(*a*) LAW AND POLITICAL ECONOMY :—

Law.—Whitworth's Lectures 1-5, 7-14.

Political Economy.—Wood's Primer ch. 1-12. Mostly Class notes.

(*b*) MATHEMATICS :—

Algebra.—Hall and Knight. Removal of Brackets, Simple equations, Simultaneous equations, Problems and H. C. F.

Mensuration.—Tukaram's. pp. 1-27. Omitting Rule 4th.

Class. III.

ENGLISH :—

Prose.—Pictorial Geographical readers " Africa " 10 lessons.

Poetry.—Selections from Horatius.

Extra Prose.—Men of Renown pp. 132-180.

Pathmala.—Wells'. Part II. pp. 1-59.

Grammar.—Full parsing of easy words.

Composition.—Short descriptions.

VERNACULAR:—

GUJARATI :—

Prose.—Karan Ghelo. pp. 88-168.

Poetry.—Dalpat Kavya. Part II. Forbes Virah pp. 72-99 Raj Vidyabhyas pp. 133-138.

Translation.—10 lessons of English text.

Grammar.—Parsing.

Composition.—Descriptive essays.

HISTORY AND GEOGRAPHY :—

English History.—Blackie's History pp. 25-44. Empire History pp. 97-151.

Indian History.—Mardens' Chs. 22-45.

Geography.—Manual Geography. pp. 16-69, 71-88, 125-127, 127-131, 213-325, 358-365, 178-180, 159-164, 311-350.

MATHEMATICS :—

Arithmatic.—Simple Interest, Compound Interest, revision of decimals, fractions and Unitary method.

Algebra.—Addition, Subtraction, Multiplication, Division, Subtraction of values and Removal of brackets.

Geometry.—Definitions. 13 Theorems (omitting 4 and 5) and first three Problems.

SCIENCE :—

Chemistry.—Roscoe's Primer pp. 9-56.

DRAWING :—

Freehand, Model and Colour drawing.

PERSIAN :—

Prose.—Sad Hikayat. Stories 1-25.

Poetry.—Karima. Complete.

Grammar.—General.

Composition.—Reproduction of a Story from the Prose.

Translation.—Passages from the text.

Class. IV.

ENGLISH :—

Prose.—New Orient Reader No. III pp. 20-75 (omitting Lessons 8, 11 and 14).

Poetry.—Words from the Poets. The Blind Boy, Excelsior, Twilight, a Song.

Pathmala.—Wells' Part I pp. 1-78.

Composition-Stories from Meicklejohn's Fables and Anecdotes, 39, 41-47 51 53-55, 57, 63-68, 80, 92-84.

Grammar.—Simple Parsing.

Copy Writing.—Nos. 4-5.

VERNACULAR :—

GUJARATI :—

Prose.—Rasmala Part I pp.26-100.

Poetry.—Sâmal : Udyam Karma Samvad, lines 1-60, 81-292 and last 31 lines.

Grammar.—Simple Parsing.

Composition.—Reproduction of Short Stories.

Translation and Dictation.

Copy Writing.—No. 7.

URDU :—

Prose.—Tasimul Mubtadi Series. Bks. I and II complete.

Composition.—Reproduction of Short Stories.

Copy Writing.—No. 4.

MARATHI :—

Prose.—Nitibdha. pp. 1-110.

Poetry.—Shamshya-ratna-Mâlâ and Rukmini Vivah Katha from Padya Samchchaya.

Grammur.—Dadoba's Laghu Viyakaran pp. 1-24, 41-44.

Composition.—Short Stories.

Copy Writing.—No. 5.

HISTORY AND GEOGRAPHY :—

Indian History.—Marsden's Chs. 14-29.

Geography.—General Geography of Asia, Countries and Capitals of the Whole World.

Map drawing.—Asia.

MATHEMATICS :—

Arithmetic.—Decimals, Unitary Method and previous portion revised.

SCIENCE :—

Definitions of Scientific terms and a few experiments to illustrate them.

DRAWING.—

Free hand and Colouring.

Class V.

ENGLISH :—

Prose.—Nelson's Indian Readers No. II. pp. 7-101. (omitting lessons 13 and 14 and the poems).

Pathmala.—Wells' Part I. pp. 9-51.

Dictation, Copy Writing and Conversation.

VERNACULAR:—

GUJARATI.—Section A:—

Prose.—Gujrati 6th Book. Lessons 1, 2, 3, 6, 8, 13, 17, 58-65, 67-71, 76-78, 96 and 97.

Poetry.—Lessons 9, 16, 38, 47 and 50.

Section B.—Gujarati 4th Book.

Prose.—Lessons 1-6, 8-11, 60, 67, 70-60, 86 and 91.

Poetry.—Lessons 24, 27, 46 55 and 57.

Sections A and B.

Grammar.—Balvyakaran, Simple Parsing.

HISTORY AND GEOGRAPHY:—

Indian History.—Gujrati. Marsden's pp. 1-47.

Geography.—General Geography of India : countries and Capitals of Asia and Europe.

Map drawing.—India without tracing, other maps to be traced.

MATHEMATICS :—

ARITHMETIC :—

Section A.—L.C.M., G.C.M., Compound addition, Vulgar Fractions, and Decimals. Tables 1×1 to $100 \times \frac{3}{4}$.

Section B :—L.C.M., G.C.M., Compound Additions, Division, a little of Fractions Tables 1×1 to $100 \times \frac{1}{2}$.

SCIENCE :—

Object Reader No. II. pp. 100-120.

DRAWING :—

Free hand and colouring.

Class VI.

ENGLISH :—

PROSE.—Section A.—The Newton Infant Reader pp. 1-30, Nelson's Indian Reader No, I. pp. 1-59, (omitting Poetry Lessons).

Section B.—Oriental Primer complete. Newton Infant Reader pp. 1-10.

Section C.—Orient Primer Lessons 8, 9, 10, 12, 13-17 and 21-28.

Section D.—Oriental Primer. Lessons 4-10, 22-17, 21.

PATHMALA.—

Sections A & B.—Wallace's First Lessons in English. Lessons 1-6.

CONVERSATION.—

Sections A and B.—Frazer's First Steps in English pp. 1-7 and extra sentences.

Copy Writing :— Nos. 1 and 2.

VERNACULAR :—

GUJARATI :—

Section A.—*Prose.*—Gujarati Vth Book Lessons 2, 5, 5, 11, 13, 16, 25-27, 31, 39, 46, (both parts) 53, 55, 77-79, 86, 88, 91, 95, 96.

Poetry.—Lessons 7, 30 (*a*), 34 (*b, c*) 44.

Grammar.—Simple Parsing.

Dictation.—From Prose Lessons.

Copy Writing.—No. 5

Section B :—Gujrati 4th Book.

Prose.—Lessons 2, 4, 8, 21, 18, 25, 26, 28 (two parts) 34, 40, 41, 43, 50, 61, 62, 71-73, 84,85 and 91.

Poetry.—Lessons 7, 16, 24, 27, 39.

Dictation.—From Prose Lessons.

Section C :— Gujrati 3rd Book.

Prose.—Lessons, 1, 4, 5, 9, 11, 15, 21, 29, 39-48.

Poetry.—Lessons 8, 16, 24, 31, 36.

Dictation.—From Prose Lessons.

Section D :— Gujrati Bál Pothi. 15 lessons complete.

Dictation from the same book.

HISTORY AND GEOGRAPHY :—

History.—Gujrat No Sankshep Itihas.

Section A pp. 1-21.

Section B Kathiawad.

Map drawing.—The Bombay Presidency.

MATHEMATICS :—

ARITHMETIC :—

Section A.—Addition &c. Division, G.C.M., L.C.M., Reduction and compound addition.

Tables 1 × 1 to 49 × 10 and 1 × ¼ to 100 × ½.

Section B.—Addition to Division.

Tables 1 × 1 to 40 × 10 and 10 × ¼ to 100 × ¼.

Section C :—Tables 1 × 1 to 35 × 10.

Section D :—Tables 1 × 1 to 28 × 10.

DRAWING :—

Free hand and Colouring.

RAJKUMAR COLLEGE, RAJKOT.

Class Time Table.

Winter Term.

Classes.	10—10-45	10-45—11-30.	11-30—12-15.	12-15—1.	2—2·45.	2-45—330.	3-40—4-15.
Diploma Class.	Algebra, Revenue and Arithmetic. Monday, Tuesday and Wednesday.	VernacularProse,Translation Monday and Thursday. English Poetry. Tuesday and Friday. Law. Wednesday and Saturday	English Composition. Monday. English Poetry. Thursday. English Prose.Wednesday and Friday. Vernacular Prose Tuesday. English History. Saturday.	English History. Monday. Land Surveying.Thursday. Geography. Tuesday. Chemistry and Physics Wednesday & Friday. English ProseSaturday.	EnglishProse and extra English. Monday and Thursday. Chemistry and Geography. Tuesday Friday and Saturday. English History Wednesday.	Pathmala and Indian History. Tuesday and Friday. Weekly Examination. Monday.	Land surveying and Vernacular composition. Tuesday and Friday.
Class II. ...	Arithmetic. Monday and Thursday. Geography. Tuesday and Friday. Physics and Chemistry. Wednesday and Saturday.	Law and Algebra. Monday and Thursday. Political Economy and Mensuration. Tuesday and Friday. English Prose. Wednesday and Saturday.	Vernacular Poetry.Monday and Thursday. Vernacular Prose and Vernacular grammar Tuesday and Wednesday. Indian History. Friday. Translation. Saturday.	English Poetry. Monday and Thursday. Geometry.Tuesday and Friday. Pathmala. Wednesday. English Composition. Saturday.	English History Monday. Indian History. Tuesday. English Recitation. Wednesday. Chemistry, Physics and Geometry. Thursday Friday and Saturday	English History.Thursday. Extra English.Tuesday and Friday.	English Grammar. Thursday. Pathmala aud Vernacular Composition. Tuesday and Friday.
Class III. ...	Pathmala. Monday and Wednesday. English Prose. Tuesday, Thursday, Saturday.	English Poetry Monday and Thursday. English composition. Tuesday and Friday. Arithmetic.Wednesday. Vernacular Prose. Saturday.	Geometry. Monday. Thursday, Saturday. Algebra. Tuesday and Friday. English Recitation. Wednesday.	Vernacular Grammar Composition Poetry and Prose. Monday Tuesday, Wednesday, Thursday and Friday Indian History Saturday	Arithmetic. Monday. English History.Thursday. Geography. Tuesday and Saturday. Indian History. Wednesday. Translation. Friday.	Extra English. Thursday. Arithmetic. Tuesday. English History.Friday.	Translation. Thursday. Chemistry Tuesday. English Grammar. Friday.

Class IV. ...	Vernacular Prose. Monday and Wednesday. Indian History Thursday. Arithmetic. Tuesday. Geography. Friday.	Science. Monday and Thursday. Indian History. Tuesday and Friday. Examination. Wednesday.	English Prose. Monday and Thursday. English Conversation and Composition. Tuesday, Friday. Arithmetic. Wednesday. Pathmala. Saturday.	Arithmetic. Monday. Vernacular Composition. Thursday. Vernacular Poetry. Tuesday and Friday. Map Drawing. Wednesday and Saturday.	English Copy writing Monday, Tuesday. Pathmala. Thursday and Wednesday. Arithmetic. Friday. Geography. Saturday.	Arithmetic. Thursday. English Recitation. Tuesday. Vernacular Dictation. Friday.	Gujrati Copy. Tuesday and Thursday. English Prose. Friday.
Class V. ...	English Prose. Monday, Tuesday, Thursday. Vernacular Prose. Friday Vernacular Grammar. Wednesday. Arithmetic Tables. Saturday.	Arithmetic. Monday & Thursday. Vernacular Recitation Tuesday. English Prose. Friday Geography. Wednesday. Vernacular Dictation. Saturday.	Map Drawing. Monday and Thursday. Arithmetic. Tuesday, Saturday. Vernacular Recitation. Friday, Science. Wednesday.	History. Monday and Thursday. Pathmala. Tuesday. Examination. Friday. Conversation. Wednesday and Saturday.	English Copy. Saturday and Monday. Vernacular Prose. Tuesday. Arithmetic Tables. Thursday. Science. Friday. History. Wednesday.	Vernacular Prose. Thursday. Geography. Tuesday. Pathmala. Friday.	Pathmala. Thursday. Gujrati Copy. Tuesday and Friday.
Class VI. ...	Arithmetic. Monday and Thursday. English Prose. Tuesday. Friday. Gujrati Recitation. Wednesday. Arithmetic Tables. Saturday.	Gujrati Dictation. Monday and Thursday. History. Tuesday. English Prose. Friday. Geography. Wednesday and Saturday.	Map Drawing Monday and Thursday. Arithmetic. Tuesday and Friday. English Prose. Wednesday. Gujrati Recitation. Saturday.	Vernacular Prose. Monday. English Prose. Thursday Gujrati Grammar. Tuesday, Friday. Examination. Wednesday. Gujrati Recitation. Saturday.	English Copy. Monday. Arithmetic Tables. Thursday. Vernacular Prose. Tuesday. History. Wednesday & Friday. English Copy. Saturday.	English Dictation Thursday. Pathmala. Tuesday, Friday.	History. Thursday. Gujrati Copy. Tuesday and Friday.

ANNEXURE H.

Rajkumar College, Rajkot.

Statement showing the number of boys following the different Courses. 1908-09.

Class.	Number of boys in class.	Science or classical Language.			Vernacular.			Law, Political Economy Land Surveying or Advanced Mathematics.		Remarks.
		Science.	Classical Language.		Gujrati.	Marathi.	Urdu.	Law, Political Economy Revenue and Politics.	Advanced Mathematics.	
			Sanskrit.	Persian.						
Diploma Class.	3	3	...	...	1	1	1	3	...	
Class II	9	9	...	...	8	1	...	3	6	
Class III	6	6	...	1	5	...	...	...	...	
Class IV	7	7	...	...	5	1	1	...	...	
Class V	4	4	...	...	4	...	...	...	...	
Class VI	11	...	...	...	11	...	...	...	..	

ANNEXURE I.

RAJKUMAR COLLEGE ANNUAL EXAMINATION, 1909.

DIPLOMA CLASS.

ENGLISH PROSE—WESTWARD HO!

1. Explain with reference to the context the following :—

   (*a*) "He was always with Him, like Enoch : parable me no parables, if you love me, Sir!"

   (*b*) "Lutheran dog! I have a halter for you, but no sword!"

   (*c*) This is the proudest day of my life. I have lost one brother, but I have gained fourscore.

   (*d*) The iron had entered too deeply into their soul. They seemed past hope.

   (*e*) A coarse plebeian stamp of man : yet the whole figure and attitude are that of boundless determination.

2. Describe briefly *either* the adventure of John Brimblecombe with the sharks, *or* how Salvation Yeo found his little maid again.

3. What is meant by :—cyclopean ; at his wits' end ; Fetish-worship ; a mare's nest ; parasites ; eavesdroppers ; the Holy Office ; patriarch ; pyramid-wise ; a relapsed heretic.

4. Explain the part played in the story by Don Guzman.

5. Explain the allusions in the following :—

   (*a*) By the spirit which gave Samson strength to rend the lion, I rose against him.

   (*b*) I am no Jonah ; if he swallow me, he will never cast me up again.

   (*c*) What a paradise! with the serpent in it as of old.

   (*d*) The beauty of the blade made Amyas break the Tenth Commandment on the spot.

   (*e*) Now from all of Europe rose a shout which was the prophetic birth-paean of free colonization and free commerce over the whole earth.

ENGLISH POETRY—THE MERCHANT OF VENICE.

I. Rewrite in simple English prose the following :—

   (*a*) 'Tis not ûnknown to you, Antonio
   How much I have disabled mine estate,

By something showing a more swelling port
Than my faint means would grant continuance ;
Nor do I now make moan to be abridged
From such a noble rate ; but my chief care
Is to come fairly off from the great debts
Wherein my time something too prodigal
Hath left me gaged. To you, Antonio,
I owe the most, in money and in love,
And from your love I have a warranty
To unburden all my plots and purposes
How to get clear of all the debts I owe.

(*b*) The world is still deceived with ornament.
In law, what plea so tainted and corrupt
But, being seasoned with a gracious voice,
Obscures the show of evil ? In religion,
What damned error, but some sober brow
Will bless it and approve it with a text,
Hiding the grossness with fair ornament ?
There is no vice so simple but assumes
Some mark of virtue on his outward parts ;
How many cowards whose hearts are all as false
As stairs of sand, wear yet upon thir chins
The beards of Hercules and frowning Mars !

II. Explain and give the context of the following :—

(*a*) Which makes her seat of Belmont Colchos' strand,
And many Jasons come in quest of her.

(*b*) If I live to be as old as Sibylla, I will die as chaste as Diana, unless I be obtained by the manner of my father's will.

(*c*) If I can catch him once upon the hip,
I will feed fat the ancient grudge I bear him.

(*d*) Dislike me not for my complexion,
The shadowed livery of the burning sun.

(*e*) Let music sound while he doth make his choice ;
Then, if he lose, he makes a swan-like end,
Fading in music.

(*f*) Therefore, thou gaudy gold,
Hard food for Midas, I will none of thee.

(*g*) The duke cannot deny the course of law.

(*h*) A Daniel come to judgment ! yea, a Daniel !
O wise young judge, how I do honour thee !

III. Who were the suitors ? What characteristics did each one show by his choice ?

IV. Give in prose the substance of the conversation when Bassanio seeks help from Antonio.

V. Sketch the character of either Shylock *or* Portia.

ESSAY AND GENERAL KNOWLEDGE PAPER.

1. Write an essay on *one* of the following subjects :—

(*a*) The pleasures of reading.

(*b*) Some ancient building you have visited.

(*c*) The old order changeth, yielding place to new.

(*d*) Newspapers and their influence.

2. What are the different routes by which India and Europe could be connected by railway, and what would be the advantages of such a railway ?

3. Explain what is meant by the following :—An æroplane, a suffragette, an obituary, a Free-Fooder, the Duma, the European Concert, an Electoral College.

4. Relate the chief public events that happened in India during the year 1908.

Translate into English any of the following passages :—

(*a*) પ્હેલાને પૂછ્યું, " કોની સંખ્યા વધારે મોટી, જીવતા મનુષ્યોની કે મરી ગયેલાંની ? " તેણે ઉત્તર દીધો, " જીવતાં મનુષ્યોની; કેમકે મરી ગયેલાં મનુષ્યોનું તો અસ્તિત્વ જ નથી. "

બીજાને પૂછ્યું, " સૌથી મોટાં પ્રાણી શેમાં પેદા થાયછે, પૃથ્વીમાં કે દરિયામાં ? " તેણે ઉત્તર દીધો, " પૃથ્વીમાં: કેમકે દરિયો પણ પૃથ્વીમાં આવી જાય છે. "

ત્રીજાને પૂછ્યું, " સૌથી વધારે કપટી પ્રાણી કયું છે ? " તેણે ઉત્તર દીધો, " તે પ્રાણી કે જેને મનુષ્ય હજુ સુધી ઓળખતો નથી. "

ચોથાને પૂછ્યું, " સક્રેટસને જંડ કરવા ઉશ્કેરવાનું શું કારણ ? " તેણે જવાબ દીધો, " એટલું જ કે માણસે જીવવું તો આબરૂથી અને મરવું તે પણ આબરૂથી. "

પાંચમાને આ પ્રશ્ન પૂછ્યો, " રાત અને દિવસમાં વધારે વય કોનું ? " તેણે ઉત્તર દીધો, " દિવસ રાત કરતાં એક દિવસ મોટો છે. " રાજાને આ જવાબથી સંતોષ થતો ન જણાયો એટલે તે બોલ્યો, " ગહન પ્રશ્નોના જવાબ પણ ગહન હોય. "

પછી રાજાએ છઠ્ઠાને પ્રશ્ન કર્યો, " પ્રીતિ સંપાદન કરવા માટે ઉત્તમ સાધનો કયાં ? " તેણે કહ્યું, " જો એ માણસના હાથમાં મોટી સત્તા હોય, તો બીજાઓ પોતાનાથી ભય ન પામે એટલું તેણે સંભાળવું. "

સાતમાને પૂછ્યું, " માણસ દેવ કેવી રીતે થઇ શકે ? " તેણે કહ્યું, " માણસને અશક્ય હોય એવાં કામ કરવાથી. "

આઠમાને પૂછ્યું, " વધારે બલવાન કોણ, જીવિત કે મૃત્યુ ? " તેણે કહ્યું, " જીવિત, કેમકે તે ઘણું ઘણું દુઃખ સહન કરી શકે છે. "

તેણે છેલ્લો પ્રશ્ન આ પૂછ્યો, " માણસે કયાં સુધી જીવવું સારૂં ? " તેણે જવાબ દીધો, " જીવિત કરતાં મૃત્યુ વધારે સારૂં ન લાગતું હોય ત્યાં સુધી. "

પછી તેણે ન્યાયાધીશને અભિપ્રાય આપવા કહ્યું.

(b) پہلي شخص کو اوسني پوچھا کسکی تعداد زیادہ ھے مرے ھوے لوگون کي یا جیتے آدمیون‌کی اوسنے جواب دیا جیتے آدمیون‌کی کیونکہ مرے ھوے آدمی تو ھین ھی نہین — دوسرے کو پوچھا سب‌سے بڑا جانور کہان پیدا ھوتا ھے زمین پر یا دریا مین اوسنے جواب دیا زمین پر کیونکہ دریا زمین‌کا ھی حصہ ھے — تیسرے کو پوچھا سب‌سے زیادہ لچا جانور کونسا ھے اوسنے جواب دیا وہ جانور جسکو ابتک انسان نہین جانتے — چوتھے کو اوسنے پوچھا سباس کو بلوہ کرنیکی ترغیب دینے مین کیا مطلب تھا اوسنے جواب دیا سواي اسکی اور کچھ نہین کہ انسان آبرو کے ساتھ رھے اور آبروسے ھی مرے — پانچوین کو یہ سوال کیا رات اور دن مین زیادہ عمر کس‌کی ھے اوسنے کہا دن رات‌سے ایک دن بڑا ھے - راجا کو اس جواب سے تسلی نہین ھوئ یہ دیکھکر اوسنے کہا مشکل سوالون کے جواب بھی مشکل ھونا چاھیۓ — بعد راجا نے چھٹے کو پوچھا سب کو عزیز ھونیکی لیۓ کونسی تدبیر عمدہ ھے اوسنے کہا اگر ایسے شخص کے ھاتھ مین بڑی حکومت ھو تو اوسکو خیال رکھنا چاھیۓ کہ دوسرے اوس سے خوف نہ کرین — ساتوین کو پوچھا انسان کسطرح سے خدا بن سکتا ھے اوسنے کہا جو کام انسان کے لیۓ نا ممکن ھے وہ کرنے سے — آٹھوین کو پوچھا زیادہ طاقتور کون ھین زندے یا مُردے اوسنے کہا زندے کیونکہ وہ بہت‌سی مصیبتین برداشت کر سکتے ھین — اوسنے آخری سوال یہ کیا انسان نے کہانتک زندہ رھنا اچھا ھے اوسنے جواب دیا زندگی سے موت بھتر نہ معلوم ھوتی ھو وھانتک — بعد اوسنے منصف سے کہا کہ فیصلہ دیو ے *

(c) पहिल्याला विचारिलें, "कोणांची संख्या अधिक मोठी, जिवंत मनुष्यांची, किंवा मरून गेलेल्यांची?" त्याणें उत्तर केलें; "जिवंत मनुष्यांची. कारण मरून गेलेल्या मनुष्यांचें अस्तित्वच नाहीं."

दुसऱ्याला विचारिलें, "सर्वांत मोठा प्राणी कशांत उत्पन्न होतो; पृथ्वीवर किंवा समुद्रांत?" त्याणें उत्तर दिलें, "पृथ्वीवर; कारण समुद्राचा पृथ्वींत समावेश होतो."

तिसऱ्याला विचारिलें, "सर्वांत अधिक कपटी प्राणी कोणता?" त्याणें उत्तर दिलें, "आज पर्यंत मनुष्य ज्या प्राण्याला ओळखीत नाहीं तो."

चौथ्याला विचारिलें, "सब्बसला बंड करण्यास उद्युक्त करण्याचें कारण काय?" तो म्हणाला, "इतकेंचकीं, मनुष्यानें अब्रूनें जगावें व अब्रूनेंच मरावें."

पांचव्याला असा प्रश्न विचारिला, "रात्र व दिवस यांत जास्त वय कोणाचें?" त्यानें सांगितलें, "दिवस रात्री पेक्षां एका दिवसानें वडील आहे."

राजाला ह्या उत्तरां पासून संतोष झाला नाहीं असें पाहून तो म्हणाला, "कठीण प्रश्नांचीं उत्तरें कठीणच असलीं पाहिजेत." मग राजानें सहाव्यास प्रश्न केला, "प्रीति संपादन करण्याकरितां उत्तम साधन कोणतें?" तो म्हणाला, "जर मनुष्याच्या हातांत मोठी सत्ता असली तर आपल्या पासून दुसऱ्यास भय प्राप्त होऊंनये अशी त्यानें काळजी घ्यावी."

सातव्यास विचारिलें, "मनुष्य देव कसा होईल?" तो म्हणाला, "मनुष्यास अशक्य असें काम केल्यानें."

आठव्यास विचारिलें, "जास्त बळवान कोण, जिवंत किंवा मेलेले?" तो म्हणाला, जिवंत; कारण ते पुष्कळ संकटें सोसूं शकतात."

त्यानें शेवटचा प्रश्न असा विचारिला कीं, "मनुष्यानें कोठ पर्यंत जगावें हें चांगलें?" तो म्हणाला, "आयुष्यापेक्षां अधिक चांगला वाटणार नाहीं तों पर्यंत."

मग त्यानें न्यायाधिशास अभिप्राय देण्यास सांगितलें.

ENGLISH HISTORY.

(ONLY SIX QUESTIONS TO BE ATTEMPTED.)

1. Explain the parts played by Henry II. and Edward I. in the development of constitutional Government.

2. What were the questions at issue (*a*) in the Civil War of 1642, (*b*) in the Revolution of 1688?

3. Write a short account of the French Revolution and the war that followed it.

4. Write notes on :—The Poor Law of 1834, the Factory Acts and the Repeal of the Corn Laws.

5. How did the English come to occupy Egypt, and what have been the chief incidents in the history of that country since their occupation?

6. Explain the circumstances and the importance of the following battles :—Waterloo, Navarino, Inkerman, Omdurman, Paardeberg.

7. What do you know of the Magna Charta, the Model Parliament, the Petition of Right?

8. What are the functions of the Cabinet Council? Was the Cabal a Cabinet Council?

9. Give a brief account of the following :—Canning, Peel, Palmerston, Beaconsfield.

INDIAN HISTORY.

(ONLY SIX QUESTIONS TO BE ATTEMPTED.)

1. Give a short account of the life and policy of Asoka. How do we come to have so much knowledge of this period ?

2. Write historical notes on Todar Mall, Mahmoud of Ghazni and Humayun.

3. Explain the causes that led to the break-up of the Moghul Empire.

4. Give an account of the Fourth Mahratta War in 1817-18.

5. Give an outline of the history of the Punjab from 1809 to 1849.

6. It has been said that the Government of India assumes wider responsibilities than any government in the world. Explain in detail these responsibilities, and compare them with the responsibility assumed by the Government of the Moghuls.

7. Outline the policy of the Indian Government towards Afghanistan in the nineteenth century.

8. Write historical notes on the battles of the Jhelum, Panipat, Wandewash, Sobraon.

9. Briefly describe the character of Akbar, his method of dealing with enemies and maintaining peace.

GEOGRAPHY.

1. In the accompanying outline map of Asia—

   (*a*) Mark the probable course of a steamer sailing from Bombay to Shanghai, and the ports at which she would call.

   (*b*) Mark the Pamir Plateau and the chief mountain ranges which radiate from it, giving their names.

   (*c*) Mark the Brahmaputra, Euphrates, and Yang-tse-Kiang.

   (*d*) Mark the boundaries of the Punjab, Central Provinces, and Eastern-Bengal and Assam.

   (*e*) Mark the following places—

   Aden, Khyber Pass, Mecca, Vladivostok, Lake Baikal, Port Arthur.

   Why are they important ?

2. Draw an outline map of England and Wales, and mark the Cambrian Mountains, Cotswold Hills, Great Ouse, Trent and Mersey, and the districts where

   (*a*) cotton goods, (*b*) woolen goods and (*c*) pottery are manufactured.

or

Draw an outline map of Australia, and mark the political divisions with their capitals.

3. Describe briefly two routes from London to Zanzibar or from New York to Sydney.

4. Mention the British possessions in America and give a short account of one of them.

or

From what countries does England obtain—

(a) wheat, (b) cotton, (c) sugar, (d) timber. What does England export to India ?

5. Explain the terms—Latitude, Longitude, Equinox, delta, volcano, earthquake.

What are the causes of earthquakes ?

6. Where are the following and what do you know about them :—

Messina, Marseilles, Nairobi, Odessa, Washington, Rio de Janeiro, Bucharest, the Dardanelles ?

ARITHMETIC,

1. Find the H. C. F. and the L. C. M. of 210 and 546, and show that their product is equal to the product of the numbers.

2. If one metre = 39.37 inches, show that the difference between 1,600 metres and one mile is less than 11 yards.

3. Find the value of —

$$\frac{(.06)^3 \times 9.8}{\sqrt{.0441}}$$

without reducing the decimals to vulgar fractions.

4. A man leaves one half of his money to his eldest son and one-thir
his other son, while the remainder is divided equally among 3 daughters. 11
each daughter receives Rs. 650, how much money did he leave ?

5. Find the difference between the simple and compound interest on £ 18,250 for 3 years at 5 per cent.

6. One side of a rectangular field is 3 times as long as the other. If the area is 18,723 square yards, find the length of each side.

7. If 33 boys eat 165 seers in 28 days, how long will it take 40 boys to eat 50 seers ?

8. A man invests Rs. 12,250 in 3½ per cent. Government paper at 98. How much would he lose if he sold out at 97½ ? (No brokerage is to be reckoned.)

GUJRATI.

I. Explain the terms :—

પ્રવેશક, વિષ્કંભક, સ્વગત, નેપથ્ય, અભિજ્ઞાન શકુંતલા.

II. State the story from which Kalidasa took his plot of the Shakuntalá.

III. What is અર્થાન્તરન્યાસ ? Quote two instances of it from the Shakuntala.

IV. (*a*) How do you know that Dushyanta had a great respect for sages and a lofty sense of his royal duties ? Give quotations in support of his answer.

(*b*) It is said Shakuntalá was possessed of true Aryan female modesty. What have you to say in support of this statement ?

V. Explain and give the context of the following :—

(*a*) પશ્ચાત્તાપ જ રહેવા હવે ઉર જાગ્યું હતભાગી.

(*b*) બધે જ આ કારણ કાર્યનો ક્રમ,—ફલે કૃપા આગળથી જ આપની !

(*c*) દાહક જે સ્મર તેહ ઠારક હું તો અનુભવું.

(*d*) ત્રિશંકુની પેઠે વચ્ચે લટકો.

(*e*) ચક્રવાકિ, સહચરની રજા લઇ લે : આ રાત આવી પહોંચી.

(*f*) ઋતુમૃગ પૂઠ પડ્યા ખરે શિવ નિરખું જ સચાપ.

VI. Paraphrase into easy Gujrati :—

(a) અહીં વેદી ફરતા સુપ્રતિષ્ઠ,
સમિદ્વાળા, દર્ભકોરે સુહાતા,
હરંતા જે દુરિતો હવ્યગંધે,
વૈતાનાગ્નિ, તે કરો તું પવિત્ર.

(b) ભુવનો મહીં ભોગની રસોને
ક્ષિતિ રક્ષે રહી આગલી વયે જે,
ઉતરંતિ વયે વસી નૃપો તે
તરૂમૂલે, યતિધર્મ શુદ્ધ પાળે.

(c) રાજા ન એક અનવાપ્તિ વિષાદ જાણે,
પણ પ્રાપ્ત રક્ષણ સદોદિત કલેશ આણે;
ઓછો ન તાપ કરતું થકવ્યા પ્રમાણે,
છત્રી સ્વહસ્તધૃત દંડ જ રાજ્ય જાણે.

(d) સિંધુ શ્યામ વિંટેલ આખી ધરણી ધારી રહ્યો એકલો
લાંબા દુર્ગ કપાટ અર્ગલ સમા બાહુ વડે યોગ્ય તે :
કાં કે દૈત્ય ચ્હડે રણે, વિજયની આશા સુરોની ત્યહાં
બંધાયે જ અધિજ્યચાપકુલિશે આના અને ઇંદ્રના.

MARATHI.

1. Paraphrase into idiomatic Marathi :—

(*a*) आम्हां तुझा भरंवसा बहु कीं, खळ मर्दिंशील तूं अगदीं ॥
निर्वीर्यत्व चिकित्सा-समयीं आलें चिरार्जितीं अगदीं ॥ १ ॥

(*b*) दुःख परासि न द्यावें, सत्य वदावें क्षमा न सोडावी ॥
जोडावी कीर्ति, असी, कुळ-रीति तुम्हीं कधीं न मोडावी ॥ २ ॥

(*c*) येता मघांचि असता जरि कुशली, करिति खलअधा बरवी ॥
गति न दिसेचि कचाची, कुशलि-जन-विरह असा न धाबरवी ॥ ३ ॥

2. What lessons do you learn from :—

"खरा शाहणा कोण?" आणि "कुंभेरीचा वेढा."

3. Explain the different meanings of the following words in different senses of **कच :—**

मलिन, कुटिल, नीरस, जड, पुनर्भवपणा.

4. Give the meanings of :—

अनुरोध, ग्राम्य, प्रांजलपणा, वीथिका, हृदयंगम, धृतिनग प्रज्ञाचक्षु, बहिश्चरासु, मद्रिपु, वोतारी.

5. Write in your own words the substance of :— **"योग्य अभिमान."**

6. Write an essay on :— **वाक्चातुर्य.**

URDU.

1. Write an essay on سخاوت Charity in Urdu.

2. Give the Meanings of

فصیح عروج خانقاہ حب‌الوطن فردوس روایت تعصب

اُمّت ملت دین دنیا

3. Give Urdu Equivalents of Camp, Civilization, Reform, Day of judgment, Chastity, Liberty, Plague, and Hospital.

4. What Moral do you draw from Musaddasi Hali ? Answer in Urdu.

TRANSLATE INTO VERNACULAR.

Gujrati or Urdu or Marathi :—

Raja Mansingh died in less than four years after this event, leaving no son, natural or adopted. Dhokulsinhgh, the posthumous son of Raja

Bhimsingh then preferred his claims; but they were rejected. The nearest representative families were those of Idar and Ahmednagar, and it was left to the widows, nobles, and Chief officials to select the future ruler. Their choice fell upon Takhatsinhgh, Chief of Ahmednagar, whom, with his son, Jaswatsingh, they invited to Jodhpur. Some negotiation ensued regarding the retention of Ahmednagar by the family of Takhtsingh, but it was decided that the right of succession lapsed by the acceptance of power in Jodhpur, and that Ahmednagar should revert to Idar, from which State it had been separated in 1784.

SCIENCE.

1. Describe an experiment to prove that a candle contains carbon.

2. Describe experiments to determine the composition of water (*a*) by volume (*b*) by weight.

3. How would you obtain pure sugar from a mixture of sugar and sand ?

4. What is an oxide ? Name and describe the properties of two oxides you have seen.

5. What are the chief differences between metals and non-metals ?

6. A piece of a certain mineral weights 15 grams in air and (9.12) grams when immersed in water. Calculate (*a*) the volume of the piece of mineral (*b*) the density.

7. Mention the 3 ways in which a hot body can lose its heat.

Although flannel clothes are worn to keep the body warm, ice melts less quickly when wrapped in flannel. Explain the reason of this.

8. A tube, closed at one end, is filled with water, and inverted with its open end under the surface of some water in a bowl, no air being allowed to enter the tube. What will happen, and how is the result to be explained ?

9. Explain the construction of a photographic camera.

10. Strips of pure zinc and copper, to which copper wires are fastened are placed in a glass vessel containing dilute sulphuric acid, care being taken that they do not touch.

Describe what happens :—

(*a*) When the wires are not joined.

(*b*) When they are joined together.

LAW.

I. Give a tabular statement of main and subdivisions of law and explain each head and sub-head.

II. Define the following :—

(1) Law, (2) murder, (3) criminal breach of trust, (4) criminal trespass

(5) grievous hurt, (6) cognizable offence, (7) warrant case, (8) theft, (9) robbery, and (10) dacoity.

III. Explain the following terms :—

(1) Tort, (2) compoundable offence, (3) cross-examination, (4) re-examination, (5) hearsay evidence, (6) leading question, (7) right of private defence, (8) plaint, (9) written statement, (10) issues.

IV. Describe the procedure followed in a sessions case, in a sessions court from the beginning to the end of a trial.

V. Explain the theory of utility in legislation. Write what you have learnt about it.

VI. What rights of sovereignty does the chief of the first class enjoy, and what does he not ?

VII. Who makes laws for British India ? Describe the procedure adopted before a law is made.

POLITICAL ECONOMY.

(Only three questions to be attempted).

I. What is the law of Rent ? How far does it determine the rent (*a*) paid by a tenant of farm-land in Bengal, (*b*) by a tenant of a house in a popular part of Bombay ?

II. Give the arguments against Protection, and consider whether they apply to India.

III. Prove that profuse expenditure is not good for trade.

IV. Define money. State its uses and show why the precious metals have generally been chosen for use as money.

V. What principles should guide Government in taxation ? Examine the equity of a tax (*a*) on food Stuffs in a large city (*b*) on motor-cars (*c*) on Salt.

VI. Explain what is meant by the Division of Labour, The Law of Diminishing Returns, Co-operative Credit Societies, Bi-metallism, Seignorage.

LAND REVENUE.

I. What are the chief advantages and disadvantages of

(1) Bhagbatai System.
(2) Cash assessment ?

II. In the Bombay Presidency the assessment of each Taluka is resettled every thirty years. What are the chief considerations to be borne in mind by the Settlement Officer in increasing or decreasing the assess-

ment? What is the maximum increase in the assessment of any particular field?

III. Name the general duties of a village patvari.

SURVEYING.

I. Define Land Surveying.

II. How do you erect a perpendicular with the Chain?

III. How do you prove the accuracy of the measured lines of the survey?

IV. Draw a rough sketch of a field and find its area from the accompanying notes, expressed in links.

	LINKS.	
	To ⊙ C	
	1600	
To D 300	1200	
	800	400 to B
E 200	500	
	From ⊙ A.	

ANNEXURE J.

Results of the Annual Examination, April 1909.

Diploma Class.

No.	Subjects.	English.	History & Geography.	Compulsory Mathematics.	Vernacular.	Science or Classical Language.	Law, Political Economy, Revenue, Survey or Advanced Mathematics.	Total.	
	Full Marks....	225	150	50	50	75	100	650	
1	K. S. Chintamanrao	153	90	45	43	45	57	433	
2	„ Jalaludinkhan	115	78	36	30	34	39	322	
3	„ Dipsinhji	90	67	42	28	36	37	300	

Prize Winners :—K. S. Chintamanrao of Sangli ... ... Gondal Prize, Idar Prize, Diamond JubileePrize, Dajiraj Amrawala Good Conduct Gold Medal, Macnaghten Gold Medal, Fergusson Gold Medal; Fitz Gerald Race Cup,The Mrs.Mayne Swimming Cup, Officers' Challenge Cup.

K. S. Jalaludinkhan of Radhanpur ... ... Gordon Medal For Athletics, Ranjitsinhji Athletics Challenge Cup, Wood Challenge Cup, Fattehdinkhan Football Challenge Cup, Lakhajiraj Cricket Challenge Shield,Kennedy Athletic Challenge Shield.

Class II.

No.	Subjects.	English.	History & Geography	Mathematics.	Science or Classical Language.	Vernacular.	Law and Political Economy or Advanced Mathematics.	Drawing.	Total.
	Full Marks...	250	150	100	100	200	100	100	1000
1	K. S. Fattehsinhrao... ...	206	123	95	85	156	79	93	837
2	„ Narsinhdevji	131	75	82	68	125	96	90	667
3	„ Prakramsinhji... ...	121	77	64	63	129	73	75	602
4	„ Shivaysinhji	126	57	65	43	45	76	88	570
5	„ Dajiraj	121	65	58	58	115	53	59	529
6	„ Gagubha	124	68	43	34	138	24	82	513
7	„ Ramwala...	116	67	54	51	104	50	61	503
8	„ Pratapsinhji	81	56	14	46	107	42	71	417
9	„ Joravarsinhji	66	14	37	33	109	19	48	326

Prize Winners :—K. S. Fattehsinhrao of Akalkot :— ... ... Diamond Jubilee Prize ; Drawing Prize.
K. S. Narsinhdevji of Dharampur ... ... Extra class Prize.
K. S. Gagubha of Panch Devda... ... ... Mayne Tent-pegging Challenge Cup.

Class III.

	Subjects.	English.	History & Geography	Mathematics.	Science or Classical Language.	Vernacular.	Drawing.	Total.
	Full Marks	250	200	150	100	250	50	1000
1	K. S. Pushpsinhji	174	114	79	62	165	39	633
2	„ Pravinsinhji	154	120	74	60	138	45	591
3	„ Amrawala (B)	138	80	101	50	179	39	587
4	„ Abdul Rahimankhan	133	102	104	40	165	37	581
5	„ Digvijaysinhji	147	92	81	50	108	27	505
6	„ Kanthadwala	112	70	70	56	107	34	449

Prize Winners :—K. S. Pravinsinhji of Bansda. ... ... Diamond Jubilee Prize.
K. S. Pushpsinhji of Sanjeli. ... ... Extra Class Prize.
K. S. Amrawala of Bagasra. ... ... Macnaghten Music Prize.

Class IV.

	Subjects.	English,	History & Geography	Mathematics.	Science or Classical Language.	Vernacular.	Drawing.	Total.	
	Full Marks	250	150	150	100	250	100	1000	
1	K. S. Natwarsinhji	179	107	90	90	163	76	705	
2	„ Jamiatkhan	171	98	75	80	166	71	661	
3	„ Ramrao	171	85	61	76	167	77	637	
4	„ Punjawala	157	76	105	80	130	83	631	
5	„ Karansinhji	75	51	63	84	129	82	484	
6	„ Amrawala (Luni) ...	126	55	51	80	78	75	465	
7	„ Dansinhji...	55	33	52	60	91	55	346	

Prize Winners :—K. S. Natwarsinhji of Bansda ... ... Diamond Jubilee Prize.
K. S. Ramrao of Ramdurg ... ... Extra Class Prize.

Class V.

	Subjects.	English.	History & Geography	Arithmetic.	Science.	Vernacular.	Drawing.	Total.	
	Full Marks...	250	150	200	50	250	100	1000	
1	K. S. Pratapsinhji	207	120	150	35	182	80	774	
2	„ Harichandrasinhji ...	170	72	151	25	183	50	651	
3	„ Bhupatsinhji	170	95	107	18	177	65	632	
4	„ Prabhatsinhji	131	70	134	30	147	89	601	

Prize Winners :—K. S. Pratapsinhji of Jamnagar :— ... ... Diamond Jubilee Prize ; Map Drawing Prize.
K S. Harichandrasinhji of Muli :— ... ... Junior Parade Cup.

Class VI.

	Subjects.	English.	History & Geography.	Arithmetic.	Vernacular.	Drawing.	Total.
	Full Marks	200	150	200	250	100	900
1	K. S. Rukhadwala ...	147	114	188	199	78	726
2	„ Bhawanisinh ...	144	100	148	192	71	655
3	„ Ajitsinh	130	91	155	186	64	626
4	„ Jivansinh	149	90	157	152	76	624
5	„ Shivsinh	116	70	133	173	88	580
6	„ Ebhalwala... ...	93	104	123	116	53	489
7	„ Desawala	116/150	105	182	132/200	55	590/800
8	„ Fattehsinhji ...	118/150	105	159	144/200	38	564/800
9	„ Muluwala	94/150	93	162	132/200	72	553/800
10	„ Pratapsinhji ...	107/150	70	110	139*/200	57	483/800
11	„ Harsurwala ...	not learnt.		33/50	72/200	49	154/280

Prize Winners :—K. S. Rukhadwala of Navania :— ... ... **Diamond Jubilee Prize.**
K. S. Bhavanisinhji of Gavridad :— ... ... **Extra Class Prize.**

ANNEXURE K.

RAJKUMAR COLLEGE RAJKOT.

Curriculum for 1909-10.

Class.	Compulsory Subjects.				Optional Subjects.	
	English.	History and Geography.	Mathematics.	Vernacular (one to be taken).	Science or Classical Language (one to be taken.	Law, Political Economy, Land Revenue and or Survey Advanced Mathemetics.
Diploma Class.	Text Books :— Prose: Knight's "Where Three Empires Meet." Poetry : Julius Cæsar. Extra English : The life of John Nicholson. Reading from News Papers and Magazines. Composition: including grammar Essay and Letter Writing. Translation and Retranslation Conversation : Reading (from Texts). Recitation :	History :— English : Oman's Short History of England, Gardiner's Students English History. Indian E. W. Thompson's History of India. Rulers of India Series : Lord Dalhousie. Geography :— General Geography of the World. Maps to be drawn : India and the British Colonies.	Arithmetic :— Loch and Lewis:course covered by Pendelbury and Tait's Arithmetic Chs. 1 to 31 (omitting Chs 21 and 31) and Square root Ch 40 (in part.)	(*a*) Gujarati :— Manilal Nabhubhai's "Kanta." Grammar : General Translation English into Gujarati. Composition and Petition Reading. (*b*) Marathi :— Prose : Gadqaratna Samuchhya Pt. II. Poetry : Moropant. Grammar:General.Translation English into Marathi. Composition and Petition Reading.	Science :— Physics : Balfour Stewart's Primer Chemistry Roscoe's Primer. (Also practical knowledge of all the instruments and processes prescribed.	*a* (1) Law :— Whitworth'sLaw Lectures. Notes on Jurisprudence. Lectures on Hindu and Mahomemedan Law. (2) Political Economy : Walker's First lessons. (3) Lectures on Land Revenue System. Surveying : Theoretical and Practical. *b* Advanced Mathematics :— (1) Geometry Godfrey and Siddons Book I-III. (2) Algebra : Baker and Bourne Chs. 1-26 and 29.

Class.	Compulsory Subjects					Optional Subjects.	
	English.	History and Geography.	Mathematics.	Vernacular	Drawing.	Science or classical Language (one to be taken.	*a.* Administration or *b.* Advanced Mathematics.
Class II.	Text Books:— Prose: With Wolfe in Canada Poetry : Lady of the Lake Canto V. Extra English : The Second Jungle Book. Composition and Grammar Translation and Retranslation. Reading, Recitation and conversation.	History :— (*a*) English : The Empire History. (*b*) Indian : Thomson's History of India. Joppen's Historial Atlas. Geography :— Geography of the world. Maps to be drawn : India and the British Colonies.	Arithmetic :— Lock and Lewis Arithmetic Geometry :— Godfrey Siddon's Geometry Book I.	Gujarati :— Prose : Naramgadya. Poetry : Nalakhayan. Grammar : General.	Free hand, Model and colour drawing.	Science :— Chemistry Roscoe's Primer. Physics : Balfour Stewart's Primer.	*a* (1) Law : Whiteworth's Law Lectures. (2) Political Economy Wood's Primer. *b* Advanced Mathematics. (1) Geometry Godfrey and Siddon's. (2) Algebra : Hall and Knights.
Class III.	Text Books :— Prose: Longman's Ship Series Europe. Poetry : Aytoun's Lays. Composition and Grammar. Translation and Retranslation Reading, Recitation and conversation.	History :— English : The Empire History. Indian : Marsden's History of India. Geography :— General Geography of Asia, Europe and America.	Arithmetic :— Lock and Lewis. Algebra : Baker and Bourne. Geometry : Godfrey & Siddon's.	*a* Gujarati :— Prose : Rasmala. Poetry : Kavya Manjari. *b* Marathi :— Prose : Gadya Retna Samchehya III. Poetry : Navnit. *c* Urdu :— The Third Reader. *d* Persian :— Hajibe Shahi's Reading from Persian Prose Poetry. Grammar: Kanga's Hints.	Drawing:— Free hand, Model and Colour drawing.	Science :— Chemistry : Roscoe's Primer.	

Class IV ...	Text Books :— Prose : King Alfred Readers No. 4 Poetry—Vaughan's Words from the Poets. Composition—Fables Anecdotes and Stories. Pathmala—Part I Wells, Copy Writing.	History :— Indian : Marsden's. Geography :— Ghose Short Geography of the World. Map to be drawn :— The Continents.	Arithmetic :— Lock and Lewis.	*(a)* Gujarati :— Prose : Karn-Ghelo. Poetry : Dalpat kavya. Grammar General. *(b)* Persian :— Sadhikayat. Karima. Grammar General.	Drawing :— Free hand and Colour drawing.	Science :— Simple experiments in Chemistry and P hysics.	
Class V ...	Nelson's Readers No. II. Pathmala—Wells Part I. Composition, Translation and Retranslation. Recitation and Conversation. Copy writing.	History :— Mahta's Gujrati History of India. Geography :— Bhugol Part II. Map to be drawn :— India.	Arithmetic :— Lock and Lewis.	Gujrati :— Gujarati Readers Nos. IV and VI. Grammar–Balvyakaran.	Drawing :— Free hand and Coloring.	Science :— Object Reader No. II.	
Class IV ...	Nelson's Readers No. I and II. Orient Primer. Infant Reader. Wallace First Step in English Translation and Retranslation. Copy writing.	History :— Mahipatram's Short History of Gujrat. Geography :— Bhugol Part I. Map to be drawn :— Bombay Presidency.	Arithmetic :— Lalshnker's Ank Ganit.	Gujarati :— Gujrati Readers No. I and IV. Poetry from Do. Copy writing.	Drawing :— Free hand		

ANNEXURE L.

GENERAL TIME TABLE OF OUT-DOOR EXERCISES 1908-09—WINTER TERM.

Days.	MORNING.		EVENING.		Masters in charge.
	Seniors.	Juniors.	Seniors.	Juniors.	
Monday ...	Riding School for all		Polo and Tennis ...	Cricket Nets ...	Mr. Williams and Daffedár ... Morning. K. S. Vajubha and Mr. Thakore... } Evening. K. S. ViraWála & Mr. Shivshankar }
Tuesday ...	Foot Ball for all		Cricket Nets ...	Tennis	Mr. Williams and Mr. Kázi ... Morning. Messrs Kavi and Shivshankar ... } Evening. K. S. Vira Wàla and Mr. Vevài... }
Wednesday..	Tent pegging etc		Foot Ball for all		Mr. Turner and Daffedar ... ... Morning.
Thursday ...	Cross Country riding and Coursing		Polo and Tennis ...	Cricket Nets ...	Mr. Williams and Daffedár ... ... Morning. K. S. Vajubha and Mr. Thákore... } Evening. Mr. Shivshanker & K. S ViraWala }
Friday ...	Foot Ball for all		Cricket Nets ...	Tennis	Mr. Kazi ... ... Morning. Messrs Kaviand Shivshanker ... } Evening. K. S. Vira Wála and Mr. Kazi ... }
Saturday ...	Formation		Foot Ball for all		Mr. Williams and Daffedár ... Morning.
Sunday ...	Cross Country Riding and Coursing.		Racquets, Tennis and Sports Practice ...		Daffedár ... ... Morning. Wing Masters ... ... Evening.

ANNEXURE M.

PRIZE GIVING.

The Acting Principal gave a summary of the year's work contained in the report for 1907-08. Mr. Hill then spoke as follows :—

YOUR HIGHNESSES, CHIEFS, LADIES and GENTLEMEN :

It is a great pleasure to me to be able, so soon after my arrival in the Province, to meet and confer with such a representative gathering of Kathiawar Chiefs and residents; and it is an added gratification that the occasion should be connected with this College. I claim to be no stranger to you or the College, as I knew it eighteen years ago, and its products have, during the intervening years, been proof of its successful working.

Gentlemen, I do not propose to refer in detail to the various points, interesting and instructive though they are, which have been specified in Mr. Mayne's report which you have all read, and to which your Acting Principal Mr. Turner has drawn our attention. It is a matter for congratulation that the financial position of the College is so satisfactory, partly owing to the assistance given to us by Government; and questions of vital importance, such as the fixing of the fees, the erection of the temple, and the revision of the College curriculum, which will have to be discussed (at considerable length) by the College Council, do not require more particular mention to-day. Mr. Turner draws attention to the slight decrease in the numbers on the rolls since the close of the year reported on by Mr. Mayne. That, of course, is, as we all realize, a matter of the utmost concern to the welfare and efficiency of the institution, and I entirely endorse Mr. Giles' remarks that an expansion of numbers is most desirable. I am however confident that, with the friendly coöperation of all interested in the College, we shall generally be able to keep the strength nearly upto its maximum capacity—about 50.

I am thus confident, because you, Chiefs and Talukdars, are *all* interested. The Rajkumar College at Rajkot stands upon a footing fundamentally distinct from the other Chiefs Colleges, inasmuch as it is maintained and governed by you yourselves, *for* yourselves. Here, in Kathiawar, we have been in the van of educational progress. I doubt whether anywhere in India, certainly in no *congeries* of States, has there been such a spontaneous wish to advance, to profit by the latest methods of education, and to take advantage of the opportunities, offered in these days of progress, to ameliorate administrative methods, and the condition of the people. Where all have shown such a spirit it would of course be impossible to draw comparisions, and fortunately we are today concerned with an institution which is the joint creation of you all and which depends for its continued success and progress upon the joint efforts of all.

It has been the pride of this College of yours that it has been almost the leader of the Chiefs Colleges; and just as it has been a matter of honour to maintain that foremost position, so it has been your jealous desire that you *yourselves* should see to it that this pre-eminent place should be maintained. And here I tread delicately : for I know I am upon contested ground, and it is my great desire to clear up certain misunderstandings which have recently arisen.

I will be pefectly frank and outspoken on the subject.

Partly by accident, partly because a quorum could not be assembled, as happened the day before yesterday, it is a long time now since the College Council has assembled; with the result that, since the government of the College *had* to proceed,

steps were sometimes taken, measures adopted, which were doubtless desirable and perhaps necessary, but which most certainly ought to have been discussed by your Highnesses and Chiefs, and by the other Members of the governing body. Again, the Government of India, being desirous of advancing the cause of Chiefs' education, very generously allotted certain funds to this College—attaching, however, certain conditions as to the reorganization and strengthening of the Staff. It would have been better had the matter been left for decision after consultation with the Council : for, though a generous view was taken of the matter by your Highnesses, the transaction gave you a mistaken impression that Government desired to interfere in your governance of the education of the Chiefs of the Province and Presidency. Finally, certain proposals of Government for the revision of the curriculum of the College were communicated to your Council in terms which led you to believe that direction rather than consultation was implied. For this misunderstanding Government were not responsible, but the system under which, on occasions, it has been the custom of the Agency, hitherto, to communicate to the States the suggestions or inquiries or orders of Government.

I have quite recently had an opportunity ot talking over all these matters with His Excellency the Governor of Bombay. His Excellency's reputation had reached Kathiawar long before I arrived so it would be impertinent in me to try to tell you of the views he takes in regard to such matters as Government control over local institutions. But it will I think be a real satisfaction to you to know that His Excellency has every sympathy with you in your desire to administer your own College, and every confidence that your administration will not only be an efficient one, but will aim at maintaining the College in the eminent position which it holds, among the other similar institutions at Ajmer, Lahore and Indore. I shall endeavour to give practical demonstration of, and effect to, His Excellency Sir G. Clarke's desires in this matter ; and I can undertake to promise that, so long as I am here no steps shall be taken, no change shall be introduced, and no undertakings shall be given, which have not been laid before the representatives of the Chiefs on the Council. In return, I know that I can count upon the earnest assistance and sympathetic help and advice of all Members of that Council ; and that I can rely upon you all to work together for the maintenance of that high standard of efficiency which has hither to characterised the administration—indeed I hope and believe that, when it is felt that responsibility rests entirely with you, and that it is your hands into which the *izzat* of the College is alone committed, a real advance will be made in the direction of filling all the avaible accomodation, and even raising the already high standard of education and discipline.

I hope that you will not be wearied if I refer briefly to two important aspects of the education which it is sought to administer in this College. We shall soon be discussing in Council the question of instituting a post deploma course,—a proposal which, when circulated to Members a good many months ago, elicited widely differing opinions. I have no intention of divulging the secrets of the prison house, or of telling you who is in favour of, and who against, these proposals ; but I would ask your indulgence while I tell you the history of its institution at the Ajmer College.

There, a strong feeling had existed for some time that the College should offer facilities of education of a standard high enough to render it possible to get rid of the need, in the case of those Kumars who had to earn their living, of going on to a British University in order to obtain some educational qualification recognized by the general public. It was represented to me and others, by Rajputs whe had unrivalled means of knowing what they were talking about, that much of the good that had been inculcated at the Mayo College was lost by boys proceeding to Allahabad, while a good deal that was undesirable was very quickly picked up there. Please note that I am speaking of the views emanating from Rajput Chiefs and Sardars, and we (I was then a Member of the Mayo College Committee) had to take cognizance of these views. With

the object of meeting those wishes, a sub-committee was formed, of which your old Principal Mr. Waddington was of course one, and your old friend Mr. Giles another —while Their Highnesses the Maharaja of Bikaner and the Maharao of Kotah were also Members.—But, before they could get to work a deputation, composed of old boys and present boys, and others interested in the scheme, came in and represented most forcibly (1) that if possible Mayo College boys should not proceed to a University but (2) that the only thing which would prevent it would be for the sub-committee to draw up a curriculum of 3 years which should provide a course of education at least as difficult as, and if possible more useful than, the B. A. course. Finally they urged (3) that it would not suffice for Government, or even for the University, formally to recognize its equivalence to the B. A. degree, but that it must be known by the *public* to be at least as good.

Such testimony as to the value attached to the moral training and dicipline of the Chiefs' College education as compared with less closely supervised and less expensive Colleges affiliated to the University, and as to the need for a high standard of education, was of course at once held to be conclusive, and the post diploma course was drawn up on that basis with the expert assistance of the Director General of Education.

I have wearied you with this relation because I want you all to know the kind of spirit which actuates those interested in the Mayo College. Chiefs and Kumars there wanted to have the best education possible for themselves and their Sardars, but they want it in *their own College*, and with the guarantee they have thereby that the teachings of discipline, the inculcations of morality, and, as we hope, of religion, and the inter-association of boys of an equal standing and rank in society, shall not be sacrificed. They wanted their Kumars and Sardars to grow up manly, loyal, disciplined gentlemen, accustomed to association with gentlemen of their own blood and rank, and having an education fitting them to enter upon life on equal terms with those undergoing the regulation British Indian degrees course.

Am I wrong in believing that we here in Kathiawar are as zealous as our brother Chiefs in Rajputana of the care of our Kumars and Sardars ; and that we are not willing to let it be said that the Rajkumar College in Kathiawar has degenerated, and fallen behind the institutions in Rajputana, the Panjab and Central India ?

The other point is a somewhat delicate one, upon which opinions must differ. Some Chiefs, in all parts of India, thinking that the education offered in the aristocratic Colleges was not sufficiently good, have, in the past, sent their sons home to public schools in England, and then to Oxford and Cambridge. Good results have sometimes followed ; and I should be, naturally, one of the last to decry the training thus offered. But it would be idle to contend that the experiment has always succeeded, just as it would be nothing short of a miracle if failure had not occurred sometimes. Now, as I have hinted, the primary motive causing these boys to be sent home by their parents is, the very laudable desire to secure for them the best possible education ; and so long as it is not procurable in the Chiefs Colleges in India, it is extremely difficult to criticize such action. On the other hand, if a really first class education *can* be provided here, there can be, I submit, no question of the relative advantages of sending boys of tender age to a school in their own country, whence they can periodically return to their homes and come again under parental influence and control, and of cutting them adrift from all traditions, and all family ties, to plant them out in strangers' care in a strange land amid strange people. It is good for us all to see the world. It is an excellent thing to secure a good education. But it is the best of all educations to maintain family ties, race traditions and parental discipline and control, leaving it till later, when character is formed, for the youth who by age, education and experience is capable of profiting by his sojourn in other lands, to go forth to complete his preparation for the battle of life. I ask your indulgence for this homily : but it exp-

resses what I feel most strongly to be necessary for the welfare of the aristocracy of India at the present day, *viz.*, accord the best possible early training to your sons in their own country and among other scions of noble houses; and then, when you have taught them as much as can be learnt in schools, send them forth to see the world. Let them then go for a while to Oxford and Cambridge, and travel abroad ; but do not let them go until they have arrived at an age when they are *men*: when they know the meaning of things and can judge for themselves.

I feel that I have talked too much perhaps to the elders : too little to you boys. It has been a great pleasure to me to give into your hands the prizes you have earned, and which you will one day look upon with greater pride, I hope, even than today. Perhaps it will be considered immoral on my part—Mr. Turner may think so at least-if I tell you not to work too exclusively at your books : but what I mean thereby is, do not ignore the other essential qualifications for life. Become men : and as William of Wykeham said " Manners maketh man. " And it gives me the greatest possible pleasure to tell you that here, as at the Mayo College, the manners of all you boys is the point that has struck me most. Politeness and courtesy proverbially cost nothing ; but the fact that it is so cheap should not, as it seems alas ! so often to do, make it the less desirable. It is the proud boast of this College, as of the Mayo College, and I doubt not of the Daly and Aitchison Colleges too, that you turn out gentlemen. Neither Eton, nor Harrow nor Winchester has a higher claim to distinction.

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REPORT

ON THE

RAJKUMAR COLLEGE,

RAJKOT.

For

1909-1910.

No. 142 of 1910-11.

From,

C. Mayne. Esquire. M. A.,

Principal, Rajkumar College.

To,

C. H. A. Hill, Esquire, C. I. E., I. C. S.,

Agent to the Governor, Kathiawar.

Rajkumar College,

Rajkot, 2nd May 1910.

Sir,

I have the honour to submit the Annual Report on the working of the Rajkumar College for the year 1909-10.

The Staff.

2. I returned from furlough at the end of May 1909 and resumed my duties as Principal on 1st June, on which date Mr. J. T. Turner reverted to the office of Vice-Principal.

Mr. H. St. J. Williams who had been acting as Vice-Principal during my absence on furlough, remained at Rajkot during June, awaiting the orders of Government as to his new appointment, but unfortunately died suddenly on June 24th.

Mr. A. C. Sells joined the College as Supernumerary on December 16th 1909, and remained until April 13th 1910, when he proceeded on furlough.

Mr. B. K. Thakor, 2nd Assistant, went on 10 months and 10 days' combined leave on June 4th 1909, and consequently the Assistants below him each received a temporary step. The post of the 6th Assistant thereby falling vacant, Mr. H. L. Kaji, M. A. B. Sc. was appointed to act, joining on June 5th 1909. He has since been confirmed in his appointment (*vide* your No. 1519 dated 16-3-10).

Mr. R. D. Patel was to have retired on April 1st, 1910, but in consequence of Mr. B. K. Thakor's having his combined leave extended by 10 days, he has been granted an extension of 10 days to his service.

Mr. C. D. Master, Permanent Wing Master, had his services transferred to the Jamnagar State from 6-7-1907.

K. S. Vijaysinhji of Lathi, who was acting as Wing Master in the place of the last named Officer, fell ill in December last and died at Lathi on February 6th, 1910.

Mr. Shivshanker J. Thakar, Cricket Coach, acted for K. S. Vijaysinhji from 2-1-10 to 10-3-10, on which date Jhala Merubha Dadubha of Karmad took up the duties of Wing Master on probation.

The College Roll.

Total number.

3. The number of Kumars on the roll at the end of last year was 40. During the year 10 Kumars joined and 9 were withdrawn. The total number on the roll on April 1st was 41.

Withdrawals.

Annexure B gives the names of the 9 Kumars withdrawn during the year, their ages, States and the period of their residence in the College. K. S. Chintamanrao of Sangli and K. S. Jallaludinkhanji of Radhanpur were withdrawn as they had obtained Diplomas. K. S. Dipsingji of Dhrol,

who also won a Diploma, was withdrawn in September to learn Administration under the Administrator of Palitana State. K. S. Prakramsinhji of Nandod left to join the Imperial Cadet Corps. K. S. Kanthadwala of Jetpur and K. S. Sher Ahmedkhan of Matiana were both withdrawn on the score of age. K. S. Pratapsinhji, Himatsinhji and Rajendrasinhji of Jamnagar were withdrawn in March 1910 with the object of going to England and continuing their education there.

Admissions. Annexure C gives full particulars of the 10 Kumars admitted during the year.

Distribution of the College Roll. The distribution of the College roll is now as follows:—

(*a*) Kathiawar States and Talukas.

Jamnagar	5
Dhrangadhra	1
Lathi	2
Bagasra	2
Panchdevda	1
Jetpur...	3
Limbdi	3
Nawania...	2
Luni	1
Sayla	1
Lodhika	1
Shahpur	1
Muli	1
Gavridar...	1
Kotharia...	2
Bhavnagar (Varal)	1
Mendarda	1
Bilkha	1
Total ...	30

(*b*) Rewakantha Agency.

Balasinor	1
Sanjeli	1
Umeta	2
Jambughoda	1
Total ...	5

(*c*) Surat Agency.

Dharampore	1
Bansda	2
Total ...	3

(*d*) Southern Maratha Country.

Ramdurg	1
Total ...	1

(*e*) Dharwar Agency.

Savanur	1
Total ...	1

(*f*) Sholapur Agency.

Akalkot	1
Total ...	1
GRAND TOTAL ...	41

Our numbers from Kathiawar show an increase of 1 during the year, the numbers from other Districts remaining the same, viz. 11. During the last 8 years our numbers have been as follows :—

1902–03	38
1903–04	42
1904–05	41
1905–06	40
1906–07	39
1907–08	41
1908–09	40
1909–10	41

The above figures show an annual average of 40 Kumars attending the College. For the year under report therefore we are one above the average for the last 8 years. I may be allowed to remark that during the past year our numbers once reached 47. This is the highest number on record upto the present date, 44 only having been reached on two previous occasions. Our numbers may, therefore, be regarded as satisfactory at present. On the other hand 9 Kumars are leaving us this term and at present I know of no certain admissions for next term. There will, therefore, probably be a considerable decrease next term. I believe in an Institution of this particular nature that such fluctuations are from time to time inevitable. They were prophesied by the late Sir James Peile in the early days of the College, they have been observable from time to time during the last 40 years, and the time has apparently come round for such a state of things to occur again. I look upon a total of 50 Kumars as the highest number we can ever conceivably reach in view of our high rate of fees and the exclusive character of the Institution.

Average Numbers, Ages, and Attendance.

4. The following table gives the average daily number on the College Roll and the daily average number present for the last two years:—

	1908–09	1909–10.
Daily average number on Roll	38·4	43·7
Daily average number present	34·7	38·7

During the year under report the general attendance has been very satisfactory. One Kumar came back a day late without leave at the beginning of the current term. Such cases are very rare now a days, a state of things which shows that the Chiefs are firm supporters of College discipline. There have been two cases of prolonged absence with leave on account of sickness.

Annexure D contains a table giving the names of boys arranged according to their classes, ages, length of residence, and attendance, and the maximum, minimum, and average age in each class.

The following table gives the average age of each class as compared with last year : —

	Diploma Class	II.	III.	IV.	V.	VI.
April 1909 ...	19·3	17·4	15·9	15·8	12·8	11·6
April 1910 ...	16·10	18·5	15·5	15·4	14·3	11·5

There are only two Kumars in the Diploma Class and the age of one being under 16 years, the average age of the class is nearly 3 years less than last year. The average age of class V is a good deal higher than it was last year owing to its containing one boy of 18, who is very backward. The other classes call for no particular comment in this connection.

Health.

5. The general health of the College has been uniformly good throughout the year, the daily average number of sick being ·2 against ·8 last year. The worst case was that

of Kumar Shri Amrawala of Bagasra, who had what looked very much like a mild attack of Enteric. I find the Sanitarium very useful as a change of air for Kumars who are ill, whether suffering from any infectious disorder or not, though it is intended primarily for infectious cases and would not be used for ordinary at the same time as for contagious cases.

Finances.

6. A detailed account of the income and expenditure for 1909-10 is given in annexure E. The estimated closing balance was Rs. 24,060-6-10, calculated on the assumption that we should receive Rs. 16,717-8-0 as interest of the Endowment Fund. As a matter of fact we have not required to make use of any part of this sum of Rs. 16,717-8-0 for expenditure during the past year. The sum has, therefore, been struck out of the receipts and added to the Endowment Fund; and our actual closing balance stands at Rs. 9,791-2-0. The receipts from fees were Rs. 2,219-12-11 more than was anticipated. Our total expenditure for 1909-10 was Rs. 98,554-3-0: of this sum Rs. 30,118-12-1 have been refunded to the Endowment Fund: Rs. 150 have been remitted in fees to Kumar Shri Prathiraj of Rajpara and Rs. 5,591-5-11 have been spent on new buildings; deducting these three sums from the total expenditure it will be found that the ordinary charges of the College for 1909-10 amounted to Rs. 62,694-1-0 as against Rs. 63,111 for 1908-09.

The Budget Estimates are given in annexure F together with details of the Establishment. In the light of my remarks in the first portion of this paragraph, the opening balance for 1910-11 should be Rs. 9,791-2-0 instead of Rs. 24,060-6-10.

Since sending in Budget Estimates for 1910-11 I have had information that several more Kumars are being withdrawn this term. At present I know of no new ones joining. The receipts from Kumars' Fees will, therefore, be considerably lower than the Rs. 30,000 estimated; and I doubt whether we shall receive more than Rs. 22,000 under this head during the current year. Now that, however, we are allowed to use the interest of the Endowment Fund, if necessary, for current expenses, I am not apprehensive that we shall be unable to make our income balance our expenditure and cease to be self-supporting. For the current year we estimated that we should only require Rs. 10,000 from the interest of the Endowment Fund, whereas the total interest amounts to nearer Rs. 20,000 per annum.

Expenditure from Imperial Funds. The only expenditure, as usual, under this head for 1909-10 is that of the Government grant of Rs. 24,966, which has been received and utilized towards paying the salaries of the Staff.

Expenditure by the States. There has been no expenditure by the States during the year.

Endowment Fund. The only addition to the Endowment Fund during the year has been the addition of Rs. 85,500 to the amount invested. This sum formed part of the cash balance and has been invested in Government Promissory Notes at 3½ p. c. The total invested capital of the Fund now amounts to Rs. 3,70,534-13-1 and the cash balance is Rs. 15,544-3-7. As above stated the College is now permitted to use the interest of the Endowment Fund towards current expenditure, if necessary.

Fees. The Fee receipts for the year came to Rs. 32,219-12-11 less by Rs. 4,449-13-0 than those received for 1908-09 when the amount was swelled by the recovery of arrears. During the year Fees have been levied from new Kumars according to the scale passed at the Council Meeting of 3rd March 1909, and consid ering how high our numbers have been it may be wondered why a larger amount was not received under this head. The reason is that of the class of Kumars who pay a 25 p. c. higher rate, viz. those from States outside Kathiawar that have not paid Rs. 5,000 or more to the Endowment Fund, only three have joined during the year, paying in all under Rs. 500 as excess fee to our revenues.

Athletic Fund.

The College continues to provide Rs. 800 for the upkeep of the Kumars' games, and any special articles that the Kumars require are purchased by them out of their own pockets under my supervision.

Improvements made and projected Gifts.

Hide Sanitarium.

7. Thanks to Donations of Rs. 500, Rs. 500 and Rs. 1,217 from the Chief of Miraj, Junior, the Raja Saheb of Baria, and the Chief of Sangli, the cost of building the Hide Sanitarium is now entirely paid, and Rs. 600 have just been sanctioned for furnishing it in a suitable manner. In recognition of Mr H. S. Davies's voluntary services in designing and superintending the building of this and other College additions, the Council are presenting him with a piece of plate in token of their gratitude.

Portraits.

During the year two new portraits have been hung in the Bhavsinhji Hall, *i. e.* that of C. H. A. Hill Esquire, C. I. E., Agent to the Governor in Kathiawar, presented by His Highness the Maharaja of Bhavnagar and painted by Miss Clara Hawkes, and that of myself, presented by His Highness the Maharaja of Rajpipla and painted by Mr. Trevor Haddon, R. B. A. Also a Fund has been collected among the friends of the late K. S. Vijaysinhji of Lathi, late Wing Master, to provide the College with a portrait of this Past Kumar, whose sad death I shall record later.

Prizes.

The cup presented by the Thakor Saheb of Rajkot for a race at the Kathiawar Races confined to Kumars was won by Kumar Shri Savaisinhji of Jamnager. A swimming cup is annually presented by the Staff.

Laboratory.

Most of the grant of Rs. 1,000 made in 1907-08 has been spent in purchasing articles that were wanting in the Laboratory, and a grant of Rs. 100 annually has been allowed for the purchase of chemicals. The improved equipment in the Laboratory has had the effect of stimulating the Kumars in this branch of their work.

Library.

A few new books have been added to the Library and some useful and ornamental Historical Wall Pictures have been purchased for the use of the Lower Classes, and some Wall Maps replaced.

Requirements.

Racquet Court.

8. This is in the same condition as it was last year, being badly in want of repair. I have not asked for any grant for this during the current year as nearly all our Racquet players are leaving College this term.

Gymnasium.

The want of a wooden floor still remains and in all probability a grant will be asked for in 1911-12. The number of more urgent requirements for 1910-11 has forced me to postpone this question.

Stables.

The last part of the old stables must before long be pulled down and rebuilt. This may be necessary during the coming monsoon, but I hope they will last another twelve months.

Latrines.

An addition is necessary to the new block of latrines erected during the year under report, the estimate for which has been sanctioned. The Agency Engineer agrees with me in thinking that the latrines of the South Wing should be pulled down, as they are too near the kitchens. This will be done during the next few months when the necessary additions have been made to the new block on the North side of the College. The latrines will then be in one block to the North of the College, which is far the best site for them.

Servants' Quarters.

Money has been sanctioned for rebuilding the Servants' Quarters and Cookroom in the Principal's Bungalow.

Lightning Conductors.

A grant has been made for the purpose of supplying one or more additional Lightning-Conductors to ensure the safety of the College, the buildings of which have been much added to during the last few years.

Compound wall rebuilding

The Agency Engineer having condemned about 100 yards of the Compound wall it is necessary to pull it down and rebuild it.

Coir matting for Class rooms.

Money has been sanctioned to renew the Coir matting in the Class rooms where it has become worn out.

Renewing Lawns in the quadrangle.

Funds are necessary to renew the grass in five out of the eight plots in the quadrangle.

Furniture.

New cupboards and tables are required for the Kumars' quarters, and a grant has been made for this object, the College having always provided each Kumar with one table and one clothes-cupboard.

Typewriting Machine.

A Typewriting Machine is badly required for the Office.

The above will show that many of our requirements will be met during the next year and I should like to express my thanks to the States' Representatives for the very liberal spirit they have shown with regard to my budget proposals for 1910-11.

School Work.

Curriculum for 1909-10.

The course of studies is shown in annexures G and H with the time-table and the number of boys following the different courses. We continue to find a difficulty in teaching the prescribed courses in Law and Land Revenue and the results achieved in Political Economy are hardly sufficient, in my opinion, to justify its retention in the Diploma Curriculum. I would retain Law and Land Revenue among the Diploma Subjects but the course should be very much reduced in both cases. No doubt these are all subjects which a future Chief should gain a grasp of, but close study of them should be put off until the Post-Diploma Course, which is now on a fairly sound basis. I shall have more to say on the subject of the Post-Diploma Course later on in the report. If Political Economy were cut out and Law and Land Revenue much reduced, our Diploma Candidates would have more time to devote to their general education, the only kind of education that a school like this can be expected to give or ought to be allowed to give. More time is badly required for Mathematics, in which the Chiefs' College Standard is undoubtedly lower than it should be. Our English Standard is high, and I can see no reason why our Mathematical Standard should not be equally so, if more time were given to it. More Mathematical study would help to increase the Kumars' powers of reasoning, in which experience shows them to be usually deficient. When there is so much to be done, and so much lee-way to make up, for our highest boys would be no where near the 6th form of a moderately good English Public School, I can only regard the study of Law, Land Revenue, and Political Economy by our Diploma Candidates as a waste of valuable time, which might be profitably spent on more general subjects of education, such as I have indicated above. The Principals of the four Colleges at their Conference at Ajmer in 1907 considerably modified the Diploma Curriculum and the Government of India were pleased to accept their proposals : the time is now ripe, in my opinion, for another such Conference, which I shall do my best to bring about during the coming year.

Diploma Examination.

Three Candidates appeared for their Diploma Examination in April 1909. I am happy to say that all passed. Their names are Kumar Shri Chintamanrao of Sangli, Kumar Shri Jallaludinkhan of Radhanpur, and Kumar Shri Dipsinhji of Dhrol. Out of 17 Candidates from the four Colleges who obtained Diplomas they were 4th, 6th and 8th on the list. The first-named did particularly well and failed only by a few marks to obtain a Diploma with distinction. In four out of the six subjects he was either first or equal first.

Two Candidates are appearing this year, but the results will not be declared in time to be included in this Report.

Inspection.

Mr. Hesketh, Inspector of European Schools, Bombay and Central Provinces, and Mr. Wathen of the Government College, Lahore, inspected the College in April 1909.

Results of Examination

The College Staff conducted the Half-yearly Examination in September last. The results were quite satisfactory and the marks gained are as usual considered in the awarding of Prizes for the year.

The Annual Examination.

This was held this month. The Diploma Candidates were examined by Messrs Hesketh and Richardson, who publish their results later on. However in order to award our Annual Prizes we have looked over the papers and marked them According to our estimate both Kumars passed, Kumar Shri Fatesinhrao of Akalkot doing especially well. The examination of the remaining classes was carried out by the Staff. Out of 36 Kumars examined, 28 or 77 p. c. passed in all subjects, while 8 failed, four of them in more than one subject each. The details of the Examination results are appended, while the papers for the Diploma Class are given in Annexure I.

Annexure J shows the detailed results of the Annual Examination and the award of Prizes, which are awarded on the year's work, including the Half-yearly and Annual Examinations.

Curriculum for 1910-11.

This is shown in annexure K. The English books to be read critically by the Diploma Candidates in 1910–11 are Shakespere's "Merchant of Venice" and Anthony Hope's " Prisoner of Zenda. "

Religious Instruction.

The original arrangements by which the College Shashtri and Kazi lecture on Sundays and neighbouring mosques and temples are visited by the Kumars on important festivals have been supplemented during the past year in the following manner. The Hindu Kumars meet in the College Hall for daily prayer before school hours under the direction of the Shashtri. The latter has compiled suitable prayers from the Hindu Shastras, translated them and published them in the form of a small book, which the Kumars are daily using, repeating the prayers in a body with him. The Chiefs to whom I have spoken of this innovation have expressed their entire agreement. An attempt was made during the year to obtain the permission of the Council for the building of a Mosque and a Temple for the use of the Kumars, but with the exception of His Highness the Jam Saheb, who is strongly in favour of it, none of the Chiefs on the Council were in favour of the proposal.

Out-door Life.

Cricket.

10. In cricket 10 matches were played in all in the Monsoon Term of which, 2 were won, 2 drawn, and 6 lost. Kumar Shri Ramwala of Bagasra made a fairly good Captain, and batted and bowled well. The Rajkot Challenge Shield was won by the South Wing.

Foot ball.

There has been the same difficulty as usual, that of getting Matches. Only one regular Match was played, which the Kumars won. There were several scratch Matches in which they acquitted themselves well. Thanks to Mr. Sells's coaching, the general level of play has much improved. Kumar Shri Ramwala of Bagasra made a fairly successful Captain. The Manawadar Challenge Cup was won by the North Wing.

Swimming.

Swimming continues to be a very popular form of exercise. It is compulsory, unless Kumars are prevented by medical reasons. There are very few who cannot swim, and many who are adepts. The Staff Swimming Cup was won by Kumar Shri Savaisinhji of Jamnagar.

Racquets.

Fewer Kumars than usual have played Racquets, their playtime being fully occupied in other games. The Court is badly in need of repairs, and really speaking, should be roofed in.

Tennis.

Tennis matches were played with the Talukdari Girasia School, Wadhwan, and the Old Boys; both were lost, but neither badly. The Kumars had a Tennis-Tournament among themselves, in which the singles were won by Kumar Shri Ramwala of Bagasra, and the Doubles by Kumar Shri Prabhatsinhji of Shapur and Kumar Shri Amrawala of Bagasra.

Mounted Cadet Corps.

Kumar Shri Dipsinhji of Dhrol was Squadron Commander for part of the year, and, when he left, his place was taken by Kumar Shri Ramwala of Bagasra. The other Officers during the year were Kumar Shri Savaisinhji of Jamnagar, Kumar Shri Dajiraj of Jamnagar, Kumar Shri Narsinhdevji of Dharampore, Kumar Shri Gagubha of Panchdevda and Kumar Shri Punjawala of Nawania. The last two were only appointed to fill vacancies during the last few weeks of the year, but they have in the short time quite justified their selection. The Officers' Challenge Cup for smartness and general efficiency, presented by Mr. P. Hide, was won by Kumar Shri Savaisinhji of Jamnagar. The Mayne Tent Pegging Cup, presented by Kumar Shri Gumansinhji of Malia, was won by Kumar Shri Jamyatkhan of Balasinor. The Mayne Junior Parade Cup, presented by Kumar Shri Abdulmajidkhan of Savanur, was won by Kumar Shri Abdulkhalik of Mangrol, who only just managed to defeat Kumar Shri Bhawanisinhji of Gavridar and Kumar Shri Desawala of Mendarda. The mounted Squadron did escort duty twice during the year, once to His Excellency Sir George Clarke on his arrival at Rajkot in January, and once to the Agent to the Governor in Kathiawar when he went on leave in July last. They were inspected once by General His Highness Sir Pratapsinh K. C. B. A. D. C., Maharaja of Idar. A Time Table of out-door exercises is attached in Annexure L. which is changed according to season.

Boarding Houses.

11. The arrangements continue as before, the Kumars living in the North and South Wings of the College quadrangle, in charge of Wing Masters, who are always on the spot at night, and by day when the Kumars are in their rooms. The Messes are all in a flourishing state, the Rajput Mess especially so, having numbered at one time during the year 18 members.

Conduct.

12. There has been only one case of serious misconduct during the year. The Officers as a body have continued to do their work well, and shown themselves equal to their responsibilities, and I hope that this sense of *esprit de corps* is steadily increasing.

Imperial cadet corps.

13. Kumar Shri Abdulmajidkhan of Savanur and Kumar Shri Prakramsinhji of Nandod joined the Imperial Cadet Corps during the year and I have had good accounts of both of them from the Commandant. One of our Old Boys, Kumar Shri Vijaysinhji of Rajpipla, has just left the Corps, but we are sending three Kumars to take his place next month, when the number of Rajkumar College Cadets will be six. Our Kumars without exception enjoy the life at Dehradoon and they appear to benefit considerably in respect of self-confidence and smartness.

Other Noteworthy events.

Annual Prize-giving during H. E. the Governor's visit.

14. This event had been fixed for the end of June last, but owing to the sad death of Mr. H. St. J. Williams it was deffered *sine die*. Later on advantage was taken of His Excellency Sir George Clarke's visit to Kathiawar in January. A very large number of Chiefs and Past Kumars was present and the Hall was crowded to its utmost capacity. His Excellency's speech on the occassion is appended (Annexure M). A selection of Recitations and Gujarati songs formed part of the programme.

Opening of Hide Sanitarium.

This took place on and formed part of the programme of the Old Boys' Days, C. H. A. Hill Esquire C. I. E., Agent to the Governor in Kathiawar, performing the ceremony of declaring the building open. Among those present were two of the principal Donors, the Thakore Saheb of Rajkot and the Minor Chief of Sangli.

Kumars' visit to Bhavnagar.

In February last at the kind invitation of His Highness Sir Bhavsinhji, Maharaja of Bhavnagar K. C. S. I., all the Kumars resident in the College and several of the Staff visited Bhavnagar. His Highness provided special trains for both journeys and the time at Bhavnagar was most pleasantly spent in cheetah-hunting, hawking, and seeing the sights of Bhavnagar. The visit concluded with a banquet and a fine display of fireworks. His Highness was most assiduous in personally looking to the comfort of his numerous guests, and we shall not easily forget his generous hospitality.

Council.

There have been three Council Meetings during the year, in November, January and March. Among the business transacted by the Members were the appointment of Auditors of the College Accounts acceptance of a tentative scheme of ethical training put into force by the Principal in June last year, consideration of the advisability of the Council's taking into its own hands the financial management of the College as long as there is no deficit to be met by the States, and the decision that the College does not require a special Temple and Mosque for the use of the Kumars. The January Meeting was presided over by His Excellency the Governor, who prefaced the business proceedings of the Meeting with an excellent address. (*vide* Annexure N.)

The Council is at present constituted as follows:—

President.

1. His Excellency the Governor of Bombay.

Vice President.

2. The Agent to H. E. the Governor in Kathiawar. (*ex- officio*).

Nominated by Chiefs.

3. H. H. the Jam Saheb of Jamnagar.
4. H. H. the Thakore Saheb of Morvi.
5. H. H. the Thakore Saheb of Gondal.
6. The Raj Saheb of Vankaner.
7. The Thakore Saheb of Limbdi.
8. The Thakore Saheb of Rajkot.
9. The Thakore Saheb of Wadhwan.
10. The Chief of Vadia.

Nominated by Government.

11. The Judicial Assistant to the Agent to the Governor (*ex- officio*)
12. Major F. DeB. Hancock, Political Agent, Halar.
13. Major N. S. Coghill, Political Agent, Jhalawad.
14. Captain H. S. Strong, Political Agent, Gohilwad.
15. The Principal, Rajkumar College (*ex officio*).

Post Diploma Course.

One Kumar, K. S. Dipsinhji of Dhrol, studied the first year's course of the Post-Diploma Course from June to September last. As he was working alone and without the stimulus of competition he did not make as much progress as he should have done. He was accordingly withdrawn from the College in September. Since that date we have had no Kumar reading the Course. There is a possibility of our having one in June this year for the first year's Course, but, as I have remarked in previous Reports, there is not much likelihood of our having to avail ourselves of the Post-Diploma Course at the Rajkumar College except for Kumars who get their Diplomas young, necessarily a small number. Most of our Kumars have States waiting for them, and of the remainder there are very few who will be under the necessity of making their own way in the world. Again, there is the Imperial Cadet Corps, to which, since its

inception, we have always sent more Kumars in proportion to our numbers than any other Chiefs' College. From the small experience I have had of the practical working of the Post-Diploma Course I cannot help thinking that it would be better for all concerned, if one of the four Colleges, or better still, some separate place altogether, were selected as the head-quarters of the Post-Diploma Course. The Kumars studying the course would have the stimulus of competition, and the legitimate work of the Colleges would not suffer, as it does at present, from the withdrawal of Masters to teach English and History to the Post-Diploma Course Candidates. This is a very real objection to the present arrangements, but, less insuperable, in my opinion, than the necessity of keeping at the Colleges young men who are virtually grown up, which is implied in the establishment of the Post-Diploma Course at the Colleges themselves.

Internal Economy of the College.

At the beginning of the year several replies from parents and guardians as to the advisability of the Kumars dispensing with private servants, of popularizing the messing system, and of establishing dormitories, were received. The large majority were against the suggested changes, the first and third in particular meeting with very little favour.

The Old Boys' Gathering.

This annual fixture took place in December last and 39 Past Kumars attended: several Old Boys were prevented from coming at the last moment, otherwise the numbers present would have been 45. As it was 39 was a very good attendance and speaks well for the interest our Old Boys show in their old school. The usual matches were played, the Old Boys winning the majority of them. The proceedings terminated with an "At Home" in the College Hall, given by Mr. and Mrs. Mayne, when the Agent to the Governor addressed the Past Kumars on the advisability of starting an Old Boys' Club. The Thakore Saheb of Gondal very kindly lent his Band and the College quadrangle was very effectively illuminated. The Gathering was one of the most successful the College has ever had.

Inter-Chiefs Colleges' tournaments.

We were invited to Indore at Christmas to play a series of games with the Daly College but, owing to an outbreak of plague there, the visit had to be postponed. Since then there has been no available date, though Mr. Hide kindly repeated his invitation.

Talukdari Girassia School, Wadhwan.

Our matches against this School in Cricket and Tennis ended in defeats. Mr. Strip, the Head Master, having introduced Football amongst his boys, we hope to include this game among our annual fixture with them.

Distinguished Visitors.

Amoung our distinguished visitors have been His Excellency Sir George Clarke, Governor of Bombay, H. H. General Sir Pratapsinhji, Maharaja of Idar, H. H. the Rao Saheb of Kutch, the Thakore Saheb of Limbdi, and Munshi Madhavlal of Benares. The following Old Boys have, many of them constantly, visited the College. H. H. the Jam Saheb of Jamnagar, H. H. the Maharaja of Bhavnagar, H. H. the Raj Saheb of Dhrangadhra, H. H. the Thakor Saheb of Morvi, H. H. the Thakor Saheb of Gondal, H. H. the Nawab of Radhanpur, the Raj Saheb of Vankaner, the Thakor Saheb of Rajkot, the Thakor Saheb of Wadhwan, the Raja Saheb of Baria, the Chief of Sangli, the Chief of Manawadar, the Chief of Vadia, the Thakor of Kotda-Sangani, Darbarshri Vajsurwala and Darbarshri Ramwala of Bagasra, K. S. Harbhamji of Morvi and others.

Obituary.

During the year I regret to say that two Past Kumars have died, *viz.*, H. H. Mahomed Sherkhanji, Nawab of Radhanpur, and K. S. Vijaysinhji of Lathi. The former was distinguished at College for his athletic and riding skill and we deplore his early death. The latter was Wing Master of the North Wing at the time of his death and we all keenly feel his loss.

15. In conclusion let me thank you, Sir, for your ready help and sympathy during the year. To Mr. Turner, Mr. Sells, and the Assistant Masters my best thanks are due for their unfailing loyalty and devotion to duty, which have largely helped me in my

great responsibilities as Principal. To Mr. R. D. Patel, in particular, who is retiring on pension, my thanks must be given for his whole-hearted devotion to the best interests of the College during the past 12 years. He carries with him the respect of us all and our best wishes for the future, and leaves behind him an example which is inspiring to all his colleagues.

I have the honour to be,

Sir,

Your most obedient servant,

C. MAYNE,

Principal, Rajkumar College.

ANNEXURES.

ANNEXURE A.—List of College Staff on 31st March 1910.

„ B.—Withdrawals.

„ C.—Admissions.

„ D.—List of boys arranged according to classes, age, length of residence, maximum, minimum and average age of classes.

„ E.—Statement of Income and Expenditure.

„ F.—Budget Estimate for 1910-11 and details of Establishment.

„ G.—Schedule of work done during 1909-10. Class Time Table.

„ H.—Table of Boys following different courses.

„ I.—Papers set for Diploma Examination.

„ J.—Detailed result of the Annual Examination.

„ K.—Curriculum for 1910-11.

„ L.—Time Table of Outdoor Exercises.

„ M.—Prize-giving Speeches.

„ N.—His Excellency's Speech at the College Council Meeting of January 18th, 1910.

ANNEXURE A.

List of the Rajkumar College Staff on 31st March 1910.

C. Mayne Esquire M. A.	*Principal.*
J. T. Turner Esquire M. A.	*Vice-Principal.*
A. C. Sells Esquire M. A.	*Supernumerary.*

Native Assistants.

Mr. Rustamji Dhanjibhai Patel F. E. A.	*1st Assistant*
„ Balwantrai Kalianrai Thakore, B. A.	*2nd Do.* (*on leave*)
„ Nanalal Dalpatram Kavi M. A.	Acting *2rd Do.*
„ Jahangir Sorabji Vevai B. A.	„ *3rd Do.*
„ Badiuzzaman H. Kazi M. A.	„ *4th Do*
„ Ichhashanker P. Mehta P. E.	„ *5th Do.*
„ Hiralal Lalubhai Kaji M. A. B. Sc.,	„ *6th Do.*
K. S. Vala Vira Mulu of Bagasara	*Wing Master.*
Jhala Merubha Dadubha of Karmad,	*Do.*
Mr. Prabhudas Jethalal Parekh	*Clerk and Accountant.*

Medical Officer.

Captain Lunham I. M. S.	*Acting Agency Surgeon.*

Hospital Assistant.

Mr. Keshav Babarao Divatia

Drawing and Music.

Mr. Osman Bachal, 3rd Grade Bombay School of Art.	*Drawing Master.*
Mr. Gangaram B. Achrekar	*Music Master*

Riding Master.

Daffedar Shiv Ratansing	*Bhavnagar Imperial Service Lancers.*

Cricket Coach.

Mr. Shivshanker Jeshanker Thakar.

Drill Master.

Daffedar Kasiprasad	*Late 123rd Outram's Rifles.*

ANNEXURE B.

Withdrawals during the year 1909-10.

No.	Names of Boys.	Ages.		State to which they belong.	Period of their stay at the College.		Remarks.
		Years.	Months.		Years.	Months.	
1	K. S. Chintamanrao of Sangli.	19	2	Sangli.	5	9	
2	„ „ Jalaludinkhan of Radhanpur	20	...	Radhanpur.	12	2	
3	„ „ Prakramsinhji of Nandod	19	8	Rajpipla	8	3	
4	„ „ Dipsinhji of Dhrol	19	4	Dhrol..	9	2	
5	„ „ Kanthadwala of Jetpur	18	9	Jetpur.	6	6	
6	„ „ Sher Ahmedkhan of Matiana	18	6	Junagadh.	...	4	
7	„ „ Pratapsinhji of Jamnagar	15	7	Navanagar	2	9	
8	„ „ Himatsinhji of Do, ...	12	7	Do.	...	7	
9	„ „ Rajendrasinhji of Do.	10	...	Do.	...	7	

ANNEXURE C.

Admissions during the year 1909–10.

No.	Name of Boys.	Name of Parents.	State from which they come.	Date of joining.	Age at the time of joining.		Remarks.
					Years.	Months.	
1	K. S. Ganpatsinhji	Thakor Raisinhji	Umeta	25th June 1909...	17	7	
2	„ „ Ramsinhji	Thakor Raisinhji	Do. ...	Do. ...	15	2	
3	„ „ Ranjitsinhji	Thakor Gambhirsinhji	Jambughoda ...	30th June 1909...	17	5	
4	„ „ Sher Ahmedkhan	Babi Sultan Mahomedkhan	Junagadh ...	4th August 1909.	18	3	
5	„ „ Digvijaysinhji	K. S. Juwansinhji	Jamnagar ...	9th August 1909.	14	11	
6	„ „ Raisinji	K. S. Devisinhji	Do. ...	Do. ...	13	8	
7	„ „ Himatsinhji	K. S. Juwansinhji	Do- ...	Do. ...	12	...	
8	„ „ Rajendrasinhji	K. S. Devisinhji	Do. ...	Do. ...	9	5	
9	„ „ Gigawala...	D. S. Hipawala	Sanala ...	6th January 1910.	8	5	
10	„ „ Abdulkhalik	Shekh Jehangirmian	Mangrol ...	4th June 1909 ...	12	7	

ANNEXURE D.

LIST of Boys arranged according to Classes, ages, length of residence and attendance, maximum, minimum and average age of Classes 1909-1910.

Names.	Age on 31st March 1910.			How long resident in College.			Attendance from 1st April 1909 to 31st March 1910.				Maximum, minimum and average Age of classes.
	Years.	Months.	Days.	Years.	Months.	Days.	Present.	Absent with Leave.	Absent without Leave.	Total.	
DIPLOMA CLASS.											Y. M.
K. S. Narsinhdevji of Dharampur ...	18	2	8	9	9	27	220	22	..	242	18-2
„ „ Fatehsinhrao of Akalkot ...	15	7	8	2	9	16	233	9	...	242	15-7
											16-10
CLASS II.											
K. S. Ramwala of Bagasra	18	5	28	10	4	19	205	37	..	242	
„ „ Pushpsinhji of Sanjeli.	17	3	21	2	2	...	242	...	...	242	
„ „ Pravinsinhji of Bansda ...	19	1	6	8	4	11	229	13	...	242	
„ „ Gagubha of Panchdevda ...	16	4	24	9	1	...	196	46	...	242	19-5
„ „ Pratapsinhji of Lathi	18	11	11	9	7	18	214	28	...	242	16-4
„ „ Joravarsinhji Do.	18	8	11	9	7	20	212	30	...	242	18-5
„ „ Dajiraj of Jamnagar	19	3	12	2	9	14	207	35	...	242	
„ „ Shivaysinhji Do.	19	5	6	2	9	14	215	27	...	242	
CLASS III.											
K. S. Natwarsinhji of Bansda ...	14	9	7	4	1	9	227	15	...	242	
„ „ Abdul Rehman of Savanur ...	16	...	...	2	4	15	238	4	...	242	
„ „ Digvijaysinhji of Limbdi ..	13	11	21	1	9	29	236	6	...	242	18-4
„ „ Ramrao of Ramdurg	14	6	13	2	4	15	236	6	...	242	13-11
„ „ Jamiatkhan of Balasinor ...	15	4	22	5	4	17	223	19	...	242	15-5
„ „ Punjawala of Navania... ...	18	4	6	5	4	14	184	58	...	242	
„ „ Amrawala of Bagasra	15	...	1	3	2	23	151	91	...	242	
CLASS IV.											
K. S. Abdul Khalik of Mangrol ...	12	7	...	..	9	27	220	5	...	225	
„ „ Amrawala of Luni	14	4	4	6	2	7	223	19	...	242	
„ „ Karansinhji of Sayla	18	10	20	3	9	19	236	6	...	242	
„ „ Digvijaysinhji of Jamnagar ...	14	11	10	...	7	22	145	14	...	159	
„ „ Bhupatsinhji of Dhrangadhra...	12	4	6	2	9	14	216	26	...	242	20-5
„ „ Prabhatsinhji of Shapur ...	15	5	...	4	3	24	223	19	...	242	12-4
„ „ Harichandrasinhji of Muli ...	10	8	15	4	...	16	234	8	...	242	15-4
„ „ Dansinhji of Lodhika	20	5	25	5	8	13	201	41	...	242	
„ „ Ganpatsinhji of Umeta ...	18	4	22	...	9	6	204	..	...	204	
„ „ Ramsinhji Do.	15	11	12	...	9	6	204	...	...	204	
CLASS V.											
K. S. Rukhadwala of Navania ...	10	8	15	1	9	29	206	36	...	242	
„ „ Ranjitsinhji of Jambughoda ...	18	2	27	...	9	1	200	...	...	200	
„ „ Ajitsinhji of Varal	14	4	4	1	7	2	239	3	...	242	18-2
„ „ Bhavanisinhji of Gavridad ...	15	4	28	2	2	29	221	21	...	242	10-8
„ „ Raisinhji of Jamnagar... ...	14	3	27	...	7	22	151	8	...	159	14-3
„ „ Jivansinhji of Kotharia ...	12	4	2	3	1	14	227	15	...	242	
„ „ Shivsinhji of Do. ...	14	10	5	3	4	...	227	15	...	242	
CLASS VI.											
K. S. Fatehsinhji of Limbdi	9	7	24	1	3	26	233	9	...	242	
„ „ Pratapsinhji of Do.	10	9	13	1	3	26	233	9	...	242	
„ „ Desawala of Mendarda ...	12	10	10	1	4	4	236	6	...	242	13-7
„ „ Ebhalwala of Jetpur	13	4	2	2	2	26	188	54	...	242	8-8
„ „ Muluwala of Bilkha	13	7	29	1	2	26	231	11	...	242	11-5
„ „ Harsurwala of Jetpur	10	10	17	1	4	22	104	138	...	242	
„ „ Gigawala of Sanala	8	8	4	...	2	25	72	9	...	81	

ANNEXURE

RAJKUMAR

ACTUAL Receipts

No.	Receipts.			
	Opening balance on 1-4-09	49,899	5	8
1	College Fees	32,219	12	11
2	Contribution towards Accountant's pay	358	4	10
3	Miscellaneous Receipts	47	8	6
4	Prize Fund Receipts	628	6	10
5	Refund of works by the Agency Engineer	31	8	0
6	Refund by Mr. I. P. Mehta, 6th Assisant Master	70	5	0
7	Garden Produce	124	1	3
8	Government Grant-in-Aid	24,966	0	0
	TOTAL Rs...	1,08,345	5	0

E

COLLEGE, RAKJOT.

and Charges for 1909-1910.

No.	Charges.			
1	Salaries to College Staff	50,902	6	9
2	Contingencies	1,631	11	8
3	Water Cess	900	0	0
4	Garden Establishment	916	13	7
	Do. Contingencies...	739	14	1
5	Conservancy Establishment	672	0	0
	Do. Contingencies	243	6	9
6	Library and Prizes	300	0	0
7	Play-Ground and Gymnasium	749	5	7
8	Medicines	200	0	0
9	Marble Slab	48	6	0
10	Pension Quota...	854	5	10
11	Repairs to Buildings	2,500	0	0
12	Printing charges	481	13	5
13	Building one block of Latrines	1,782	11	4
14	Do. Stables	2,217	0	0
15	Do. Servants' quarters in V. P's. Bungalow	15,91	10	7
16	Fire Insurance	400	0	0
17	Drill Daffedar's extra expenses	137	10	8
18	Renewing 3 Grass Lawns in the quadrangle	140	7	0
19	Prize Distribution expenses	247	4	10
20	Medals and Prizes	628	6	10
21	Refund of Fees	150	0	0
22	Refund of Advance to Endowment Fund	30,118	12	1
	Closing Balance ...	9,791	2	0
	TOTAL Rs. ...	1,08,345	5	0

A.

RAJKUMAR COLLEGE, RAJKOT, BUDGET FOR 1910-11.

DETAILS OF ESTABLISHMENT. (SUPERIOR)

No.	Name.	Period.	Amount.	Total.
1	Principal, Salary ...	From 1-3-10 to 28-2-11 at Rs. 1,250	15,000 0 0	
		Exchange Compensation at 6¼ p. c.	937 8 0	15,937 8 0
2	Vice-Principal, Salary ...	From 1-3-10 to 30-9-10 at Rs. 700	4,900 0 0	
	Do.	From 1-10-10 to 28-2-11 at Rs. 750	3,750 0 0	
		Exchange Compensation at 6¼ p. c....	540 10 0	9,190 10 0
3	1st Assistant, Salary ...	From 1-3-10 to 31-3-10 at Rs. 375	375 0 0	
	Do.	From 1-4-10 to 31-8-10 at Rs. 300	1,500 0 0	
	Do.	From 1-9-10 to 28-2-11 at Rs. 325	1,950 0 0	3,825 0 0
4	2nd Assistant, Salary ...	From 1-3-10 to 31-7-10 at Rs. 275	1,375 0 0	
	Do.	From 1-8-10 to 28-2-11 at Rs. 300	2,100 0 0	
		Leave Allowance of Mr. Thakore.	150 0 0	3,625 0 0
5	3rd Assistant, Salary ...	From 1-3-10 to 31-7-10 at Rs. 180	900 0 0	
	Do.	From 1-8-10 to 28-2-11 at Rs. 200	1,400 0 0	2,300 0 0
6	4th Assistant, Salary ...	From 1-3-10 to 31-3-10 at Rs. 180	180 0 0	
	Do.	From 1-4-10 to 28-2-11 at Rs. 200	2,200 0 0	2,380 0 0
7	5th Assistant, Salary ...	From 1-3-10 to 28-2-11 at Rs. 200	2,400 0 0	2,400 0 0
8	6th Assistant, Salary ...	From 1-3-10 to 31-6-10 at Rs. 100	400 0 0	
	Do.	From 1-7-10 to 28-2-11 at Rs. 120	960 0 0	1,360 0 0
9	Wing Master, Salary ...	From 1-3-10 to 31-7-10 at Rs. 120	600 0 0	
	Do.	From 1-8-10 to 28-2-11 at Rs. 130	910 0 0	1,510 0 0
10	2nd Wing Master, Salary.	From 1-3-10 to 31-7-10 at Rs. 110	550 0 0	
	Do.	From 1-8-10 to 28-2-11 at Rs. 120	840 0 0	1,390 0 0
11	Clerk & Accountant, Salary	From 1-3-10 to 31-3-10 at Rs. 90	90 0 0	
	Do.	From 1-4-10 to 28-2-11 at Rs. 100	1,100 0 0	1,190 0 0
		TOTAL RUPEES.....	... ..	45,108 2 0

B.

RAJKUMAR COLLEGE, RAJKOT. BUDGET FOR 1910-11.

Subordinate Staff and Menial Establishment

Name.	Salary.	Total.	REMARKS.
Surgeon ... ... 100×12	1,200 0 0		
Cricket Coach ... ... 75×12	900 0 0		
Hospital Assistant ... 30×12	360 0 0		
Farrier ... ... 25×12	300 0 0		
Riding Master .. ... 15×12	180 0 0		
Shastri ... ... 15×12	180 0 0		
Kazi ... ... 15×12	180 0 0		
Music Master ... ... 20×12	240 0 0		
Drawing Master ... 20×12	240 0 0		
Jamadar ... ... 15×12	180 0 0		
Muccadam ... ... 12×12	144 0 0		
8 Peons ... {4×9×12=432 / 4×8×12=384}	816 0 0		
9 Hamals ... ... 9×9×12	972 0 0		
5 Pagees ... ... 5×8×12	480 0 0		
TOTAL Rs. ...	.....	6,373 0 0	
GRAND TOTAL OF STATEMENTS A & B RUPEES	51,480 2 0		

ANNEXURE

BUDGET—RAJKUMAR

RECEIPTS.

	Particulars.	Actual Receipts for 1908-1909.	Estimated Receipts for 1909-1910.	Estimated Receipts for 1910-1911.	REMARKS.
	Opening Balance ...	39,315 12 8	49,899 5 8	24,060 6 10	
1	Fees from Kumars	36,669 5 11	30,000 0 0	30,000 0 0	
2	Garden Receipts	211 9 11	300 0 0	250 0 0	
3	Miscellaneous Receipts ...	17 13 0	30 0 0	20 0 0	
4	Contribution towards Accountant's pay	317 13 6	250 0 0	250 0 0	
5	Interest of the Endowments:— Sir James F. Medal 174 9 0 Macnaghten Medal... 174 9 0 Do. Jubilee Prize 174 9 0 Gondal Prize ... 87 4 6 Mac. Music Prize ... 17 7 4	628 6 10	629 0 0	629 0 0	
6	Government Grant	1,11,964 2 5	24,966 0 0	24,966 0 0	
7	Refund of Leave Allowance ...	39 12 7	.....	.....	
8	Amount of the Interest of the Endowment Fund	.....	16,717 8 0	10,000 0 0	
	Total Rs.....	1,80,164 13 0	1,22,791 13 8	90,175 6 10	

Rajkumar College, Rajkot, November 26th, 1909.

COLLEGE for 1910-11.

DISBURSEMENTS.

	Particulars.	Actual charges for 1908–09.	Estimated charges for 1909–10.	Estimated charges for 1910–11.	Remarks.
1	Salary of College Staff... ...	46,371 10 11	51,692 0 0	51,480 2 0	
2	Contingencies	1,498 13 1	1,500 0 0	1,500 0 0	
3	Water charges	900 0 0	900 0 0	900 0 0	
4	Garden Establishment	1,039 0 9	918 0 0	918 0 0	
	Do. Contingencies	726 0 0	726 0 0	726 0 0	
5	Conservancy Establishment ...	756 0 0	672 0 0	672 0 0	
	Do. Contingencies ...	319 15 6	320 0 0	320 0 0	
6	Library and Prizes	298 14 0	300 0 0	300 0 0	
7	Play Ground and Gymnasium ...	798 11 1	800 0 0	800 0 0	
8	Medicines	300 0 0	200 0 0	*250 0 0*	
9	Repairs to Buildings	2,468 6 2	2,500 0 0	*3,500 0 0*	
10	Engraving Marble Slab ...	50 0 0	50 0 0	50 0 0	
11	House rent to Hospital Assistant	36 0 0	36 0 0	36 0 0	
12	Penson Quota	993 3 2	848 0 0	848 0 0	
13	Travelling Allowance	56 10 0	.....	*500 0 0*	
14	Fire Insurance	400 0 0	400 0 0	400 0 0	
15	Scientific Apparatus	1,000 0 0	.....	.....	
16	Class Room Clocks	36 0 0	.....	.....	
17	Charity to Pagi Karsan ...	20 0 0	.....	.....	
18	Printing charges	280 12 5	500 0 0	500 0 0	
19	Prizes and Medals	628 6 10	628 6 10	628 6 10	
20	Refund of Advance	*71,286 15 5	‡30,119 0 0	.....	*The amount refunded to the Pro. Treasury is Rs. 91,724-6-6, of this sum Rs. 20,437-7-1 are included in the actuals for salary to Staff for 1908-1909.
21	Building Latrines	.....	2,000 0 0	.....	
	Do. Stables	.....	2,000 0 0	.....	
	Do. Servants quarters in Vice-Principal's bungalow	.....	1,622 0 0	.....	
22	*Gymnastic Teacher ... ...*	.....	.....	*360 0 0*	
23	*Hamal for Bath, Gymnasium and Hospital ... ...*	.....	.....	*108 0 0*	
24	*Increase in Hospital Assistant's pay ... ...*	.....	.....	*120 0 0*	
25	*2nd Block of latrines ... ...*	.....	.....	*2,000 0 0*	
26	*Compound wall Rebuilding ...*	.....	.....	*1,673 0 0*	
27	*Cook Room and Servants Quarters in the Principal's Bungalow*	.....	.....	*25,00 0 0*	
28	*Lightning Conductor ... ...*	.....	.....	*300 0 0*	
29	*Extra Expense on the loan of the Service of a Drill Master ...*	.....	.....	*36 0 0*	‡Refund to the College Endowment Fund.
30	*Coir matting for class rooms ...*	.....	.....	*500 0 0*	
31	*Renewing grass in 5 Plots in the quadrangle ... ...*	....	.....	*250 0 0*	
32	*Night Soil Cart... ... ...*	.....	.....	*125 0 0*	
33	*New Cupboards and Tables for 8 new rooms of the Kumars' quarters ... ...*	.....	.....	*500 0 0*	
34	*Type-Writer Machine ... ...*	.....	.....	*400 0 0*	
35	*Entertainment to Visiting Teams*	.....	.....	*500 0 0*	
36	*Double Punkhas for Class Rooms ... ...*	.....	.....	*500 0 0*	
37	*Punkha Coolies ... ...*	.....	.....	*50 0 0*	
38	*Indore Team Entertainment expenses ... ...*	.....	.....	*396 0 0*	
39	*Laboratory Chemicals ... ...*	.....	.....	*100 0 0*	
40	*Sanatorium Furniture ... ...*	.....	.....	*600 0 0*	
41	*Arrears of Pension Contribution of Mr. I. P. Mehta ... ...*	.....	.....	*1,100 0 0*	
	Closing Balance ...	49,899 5 8	24,060 6 10	13,878 14 0	
	TOTAL Rs. ...	1,80,164 13 0	1,22,791 13 8	90,175 6 10	

C. MAYNE,
Principal, Rajkumar College.

ANNEXURE G.

PROGRESS OF STUDIES—1909-10.

DIPLOMA CLASS.

ENGLISH:—

Prose—Knights' Where Three Empires meet. (complete)
Poetry—Shakespere's Julius Cæsar (complete)
Extra Prose—John Nicholson (Trotter) complete.
Recitation—Act III Sc. 2 11·78–258 (speeches only)
Composition—General Subjects.
Pathmala—

VERNACULAR:—

(*a*) GUJARATI:—

Manilal's Kanta. (complete)
Petition reading; Essays and Translation.

(*b*) MARATHI:—

Prose—Gadya Ratna Samuchchaya ... ... pp 1–110.
Poetry—Savitri Akhyana (complete)
Petitton Reading—Essays and Translation.

HISTORY AND GEOGRAPHY:—

English History—1066-1901.
Indian History—Thompson's (complete)
Rulers of India series.—Dalhousie.
Geography—the whole.

MATHEMETIC:—

Arithmetic—Lock and Lewis: whole except Cube Root.

SCIENCE:—

Chemistry—Roscoe's Primer (complete)
Physics—Balfour Stewart's Primer (complete)
Practical work–general.

LAW, POLITICAL ECONOMY, REVENUE AND SURVEY:—

A.

(*a*) *Law*—Whitworth's Law Lectures complete, Jurisprudence 8 lectures. Hindu Law complete.
(*b*) *Political Economy*—Walker's (complete)
(*c*) *Revenue*—Notes on Baden Powell (complete)
(*d*) *Survey*—Baker and Dixon's selected paragraphs and practical work.

B.

Geometry—Godfray and Siddon's Books I-II-III.
Algebra—Baker and Bourne ... ... pp. 1–193.

CLASS II.

ENGLISH:—

Prose—With Wolfe in Canada ... ... pp. 9-116.
Poetry—Three lays from Aytoun's Lays.
(*a*) The Burial March of Dundee.
(*b*) The Island of the Scots.
(*c*) Old Scottish Cavalier.
Recitation—104 lines from the Burial March of Dundee and 91 lines from the Island of the Scots.

Composition—General Subjects.

Grammar—Full parsing of simple words and simple Analysis.

Pathmala—Selected pieces from Irawaty.

Translation—With Wolfe in Canada ... ... pp. 9–25.
Second Jungle Book. The Miracle of Puran Bhagat.

Extra English—No. 1 Second Jungle Book ... ... pp. 3-28.
No. 2 India under Crown and Company ... ... p. 1–25.
No. 3 Common Thoughts on serious subjects Chapters 2, 3, 4, 8, 9, 12, 20, 21.
No. 4 (For the Cadet Corps Kumars only) The Voyage in the Sunbeam ... ... Chapers I-10.

VERNACULAR:—

GUJARATI:—

Prose—Irawaty ... ... pp. 1-85.

Poetry—Brihut Kavya Dohan Volume 2.
The Nalakhyan Kadvans 1-14.

Composition—General Subjects.

Grammar—Full parsing of simple words.

HISTORY AND GEOGRAPHY:—

English History—Henry the IV to the Restoration.

Indian History—Thomson's Text-Book ... ... pp. 196–313.

Geography—British Possessions in the World and revision.

MATHEMETICS:—

Arithmetic—Double Rule of Three, Profit and Loss, Stocks and Shares, Discount, Square Root, Interest, Decimals, Time, Work, Speed.

Euclid—Godfrey and Siddon's Geometry Book I omitting the last two Theorems.

SCIENCE:—

Chemistrg—Professor Roscoe's Primer ... ... pp. 7-90.

Physics—Balfour Stewart's Primer ... ... pp. 7-65.

DRAWING:—

Freehand, Model, Colouring and Memory.

VOLUNTARY SUBJECTS:—

(A) LAW AND POLITICAL ECONOMY:—

Law—Whitworth's Law Lectures 1-14.

Political Economy—Professor Jevon's Economics Primer ... Chapters I, III, VII

(B) MATHEMETICS:—

Algebra—Hall and Knight ... ... pp. 1-123.

Mensuration—Tukaram Javaji. Definitions and Rules 1-9, omitting Rule IV.

CLASS III.

ENGLISH:—

Prose—Geographical readers "Europe" ... ... pp. 1-125.

Poetry—The Island of the Scots, Edinburgh after Flodden (Aytour).

Extra Prose—Children's Book of Moral Lessons ... ... pp. 1-31.

Pathmala—Wells' Part II ... ... pp. 1-59.

Grammar—Simple parsing.

Composition—Simple Subjects.

Recitation—The Island of the Scots.

VERNACULAR:—

GUJARATI:—

Prose—Rasmala ... ... pp. 121-143, 174-209, 231-308.

Poetry—Kavya Manjari ... ... pp. 9-13, 23-63, 78-83.
Translation—From the English Text.
Grammar—Full parsing of words.
Composition—Simple subjeets.

URDU:—
Prose and Poetry—Fourth Reader ... ... pp. 1-115.
Composition—Dictation and Easy Translations.

MARATHI:—
Prose—Jadya Ratna Samchchaya ... ... pp. 1-119.
Poetry—Navanita Moropant Kacho pakhyan and Subhdra Haran.
Grammar—Simple parsing.
Composition—Simple subjects.
Translation—From the English Text.

HISTCRY AND GEOGRAPHY:—
English History—Empire History. William I—Edward III.
Indian History—Marsden's ... ... pp. 86-178.
Geography—Europe, Asia, Africa, America-Physical and general; and revision.

MATHEMETICS:—
Arithmetic—Lock and Lewis, Fractions (Vulgar and decimal) Unitary Method, Simple Interest, Compound Interest, Discount and Present Worth.
Algebra—Baker and Bourne, Substitution of values, Addition, Substraction, Multiplication and Division.
Geometry—Godfrey and Siddon-Definitions, Practical Work and Book I, 10 theorems.

SCIENCE:—
Chemistry—Roscoe's Primer ... ... pp. 8-57.

DRAWING:—
Freehand, Model, and Colour drawing.

CLASS IV.

ENGLISH:—
Prose—Nelson's Indian Readers Book 3 .. — ... ... pp. 8-50-omitting poems.
Poetry—The Poplar Field. Resolutions, Always Speak the Truth. Live the Truth, The Nobleman.
Pathmala—Part I ... . pp. 51-94.
Composition—Stories 1-20 from the Composition Book.
Grammar—Definitions of Parts of Speech and Simple Parsing.
Dictation and Copy writing—

VERNACULAR:—
(*a*) GUJARATI:—
Prose—Mewad ni Jaho Jalali ... ... pp. 7-65.
Poetry—Dalpat Kavya II. ... ... Selections 324 lines. Selection of 110 lines
Grammar.—Parsing of simple words.
Composition.—Reproduction of easy stories, and simple Essays.
Dictation and Copy writing.

(*b*) PERSIAN:—
Prose.—Sad Hikayat ... ... Stories 1-35.
Poetry.—Karima complete.
Grammar.—Kanga's. ... ... pp. 1-36.

Composition.—Simple essays in Urdu.

Dictation and Copy writing.

HISTORY AND GEOGRAPHY:—

Indian History.—Marsden's. ... ... pp. 39-86.

Geography.—Particular Geography of Asia, General Geography of the Countries, Capitals and British possessions of the world.

Map Drawing.—Continents.

MATHEMETICS:—

Arithmetic.—L. C. M., G. C. M., Reduction, simplification of fractions, Easy decimal additions, Subtraction, Multiplication and Division-

SCIENCE:—

Notes dictated on General Scientific Knowledge and some object lessons on Water, Air, Trees &c.

DRAWING:—

Free hand and Colouring.

CLASS V.

ENGLISH:—

Prose.—Nelson's Indian Readers No. 2 ... ...pp. 7-101, Omitting Lessons 13, 14, 20, 22, 25.

Pathmala.—Well's Part I. ... ... pp. 9-40.

Composition.—Easy stories from the prose book.

Grammar.—Parts of Speech and Simple parsing.

GUJARATI—Section A:—

Prose.—Gujarati 6th book. ... ... Lessons 1, 2, 3, 7, 8, 13, 15, 17, 18, 19, 22, 29, 39, 56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 76.

Poetry.—Lessons 9, 16, 34, 38, 47. From Gujarati 6th Book.

SECTION B.—Gujarati 4th Book. (K. S- Jivansinhji only.)

Prose.—Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 23, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 75, 76.

Poetry.—Lessons 24, 29, 46, 55, 57.

SECTION A and B.—

Grammar.—Easy Parsing.

HISTORY AND GEOGRAPHY:—

Indian History.—Marsden's text Book. ... ... pp. 78-124.

Geography.—Particular Geography of India, and general geography of the countries of the world.

Map Drawing.—Asia and India.

MATHEMETICS:—

ARITHMETIC.—

Section A.—Compound Addition, Substraction, Multiplication, Division, Reduction, Fractions, L. C. M. and H. C. F.

Section B.—(K. S. Jivansinhji and K. S. Shivsinhji) Compound addition, reductions, L. C. M. and H. C. F.

Tables.—1×1 to 40×1; $1\times\frac{1}{4}$; $1\times\frac{1}{2}$; $1+\frac{3}{4}$;

DRAWING:—

Free hand and Colouring.

CLASS VI.

ENGLISH:—

Prose Section A.—Orient Primer complete and Nelson's Indian Readers Book I. pp. 7-94. Omitting poetry lessons and lesson 36.

Section B.—Orient Primer complete. Nelson's Indian Reader Book I. pp. 7–50. Omiting poetry Lessons.

Section C.—Printed characters and words.

CONVERSATION:—(Seetions A and B.)

Dictation and copy writing

Parsing.—Parts of speech.

VERNACULAR—

GUJARATI.—

Section A.–*Prose.*—Gujarati 5th book. Lessons 1, 2, 4, 13-16, 23, 25, 26, 28, 31, 43, 45, 46 (I & II) 55, 72, 73, 74, 77, 78, 96.

Poetry.—Lessons 7, 12, 24, 30, 34.

Section B. Gujarati IV Book.

Prose.—Lessons 3, 5, 6, 8, 9, 11, 18, 20, 25, 26, 28, 29, 31, 34, 39, 40, 41, 45, 50, 56, 72, 73, 86, 91.

Poetry.—Lessons 7, 24, 27, 39.

Section C. Gujarati 1st Book.

Prose.—Lessons 1 to 12.

Poetry.—Lessons 4, 9, and half of 25th.

Dictation and Copy writing.

Parsing.—Parts of speech.

HISTORY AND GEOGRAPHY:—

History.—Short History of Gujarat, by Mahipatram. ... ... pp. 21.

Geography.—The whole of the Bombay Presidency.

Map drawing.—Bombay Presidency.

MATHEMETICS:—

Arithmetic.—First Four Rules Integral, G. C. M., L. C. M. Reduction and compound Addition.

Tables.—Section A. 1×1 to 50×¾.

Section B. 1×1 to 27×10.

Section C. 1×1 to 8×10.

DRAWING:—

Freehand and Colouring.

ANNEXURE G.

RAJKUMAR COLLEGE, RAJKOT.

CLASS TIME TABLE. Winter Term.

Classes.	10—10-45.	10-45—11-30.	11-30—12-15.	12-15—1.	2—2-45.	2-45—3-30	3-30—4-15.
Diploma Class...	Revenue, Arithmetic Mensuration. Monday, Thursday. English and Extra English. Tuesday and Friday. Indian History, Chemistry, Wednesday and Saturday.	Law, Geometry, Monday and Thursday. Political Economy and Algebra, Tuesday and Friday. Geography, Wednesday and Saturday.	English Poetry and Grammer. Monday Tuesday, Thursday, Friday. Law and Geometry Wednesday and Saturday.	English History, English Prose. Monday and Thursday. English History and Chemistry. Friday and Tuesday. English History. Wednesday. Indian History. Saturdy.	Physics. Monday, Wednesday. English Composition. Thursday. Land Surveying. Tuesday, Friday. English Prose. Saturday.	Vernacular. Tuesday, Thursday and Friday. Weekly Examination. Monday.	Vernacular Composition Pathmala. Tuesday, Thursday and Friday.
Class II ...	Extra English. Monday. English Prose. Wednesday and Saturday Gujarati Prose. Thursday. Translation. Tuesday. Chemistry. Friday.	Pathmala. Monday, Saturday. Extra English. Thursday. Vernacular. Tuesday, and Friday. Political Economy and Mensuration. Wednesday.	Political Economy and Mensuration. Monday. English Recitation. Thursday. Law and Algebra. Tuesday and Friday. English Poetry. Wednesday and Saturday.	Arithmetic. Monday and Thursday. Geometry. Tuesday. Composition. Friday. Vernacular Poetry. Wednesday. Chemistry. Saturday.	Indian History. Monday and Wednesday. Geometry. Thursday. Geography. Tuesday and Friday. English Grammer Saturday.	English History. Tuesday and Thursday. Geometry. Friday. Weekly Examination. Monday.	Chemistry. Thursday. Physics. Tuesday, Friday.
Class III ...	English Composition. Monday. Arithmetic. Thursday. English Poetry. Tuesday. English Grammer. Friday. English Prose. Wednesday and Saturday.	Venacular Poetry. Monday, Thursday. Vernacular Prose. Tuesday, Friday. Indian History. Wednesday. Vernacular Grammer. Saturday.	English Poetry Monday. English Recitation. Thursday. Aritbmetic. Tuesday, Friday. Geography. Wednesday and Saturday.	Geometry. Monday, Thursday and Friday. Vernacular Composition. Tuesday. Algebra. Wednesday and Saturday.	Pathmala. Monday. English Prose. Thursday. Translation. Tuesday and Friday. Extra English. Wednesday. Indian History. Saturday.	English History. Tuesday and Thursday. Chemistry. Friday. Weekly Examination. Monday.	Chemistry. Thursday. Pathmala. Tuesday and Friday.

Classes.	10—10-45.	10-45—11-30.	10-30—12-15.	12-15—1.	2—2-45.	2-45—3-30.	3-30—4-15.
Class IV ...	Geography. Monday. Pathmala. Thursday. Vernacular Copy. Tuesday. English Recitation. Friday. Vernacular Composition. Wednesday. Map-drawing. Saturday.	Conversation. Monday. Science. Thursday. Examination. Tuesday English Composition. Friday. English Prose. Wednesday and Saturday.	Vernacular Dictation. Prose and Poetry. Monday, Wednesday, Thursday, Friday and Saturday. Map-drawing. Tuesday.	Arithmetic. Monday, Wednesday, Saturday. Science. Thursday. Pathmala. Tuesday. English Prose. Friday.	English Prose. Monday. Geography. Thursday. Vernacular Grammer Tuesday. Pathmala. Friday. Moral Instruction. Wednesday. English Copy. Saturday.	History. Tuesday, Thursday, Friday. Weekly Examination. Monday.	Arithmetic. Tuesday, Thursday. English Copy. Friday.
Class V ...	English Prose. Monday, Friday. Arithmetic Tables Thursday. Geography. Tuesday. Arithmetic. Wednesday, Saturday.	History. Monday. Conversation. Thursday, Friday. English Prose. Tuesday. Vernacnlar Poetry. Wednesday, Saturday	Vernacular Prose and Grammer. Monday, Thursday. Arithmetic. Tuesday, Friday. English Prose. Wednesday. History. Saturday.	Map-drawing. Monday, Thursday. Vernacular Prose. Tuesday, Friday. Object Lessons. Wednesday. Examination. Saturday.	English copy. Monday. History. Thursday Object Lessons Tuesday. Geography. Friday. Pathmala. Wednesday Gujarati Dictation. Saturday.	Pathmala. Tuesday, Thursday. Arithmetic. Friday. Weekly Examination. Monday.	English copy Thursday. Gujarti copy Tuesday and Friday.
Class VI ...	English Prose. Monday, Tuesday, Friday. Arithmetic Tables. Thursday. Vernacular Prose. Wednesday, Saturday.	Examination. Monday Conversation. Tuesday, Thursday, Friday. Vernacular Poetry Wednesday. Vernacular Dictation. Saturday.	Vernacular Prose. Monday. English Prose. Thursday. Arithmetic. Tuesday. English Dictation. Friday. Vernacular Do. Wednesday. Vernacular Poetry. Saturday.	Map-drawing. Monday, Thursday. Geography. Tuesday, Friday. Arithmetic. Wednesday, Saturday.	English copy. Monday. Vernacular Prose. Thursday. Arithmetic. Tuesday- Gujarati Grammer. Friday. History. Wednesday, Saturday.	History Tuesday Thursday. Aritmetic Tables. Friday. Weekly Examination. Monday.	English copy Thursday. Gujarati copy. Tuesday, Friday.

ANNEXURE H.

STATEMENT showing the number of boys following the different courses 1909-10.

Class.	Number of boys in Class.	Science or Classical Language.			Vernacular.			Law, Political Economy, Land Surveying or Advanced Mathematics.		Remarks.
		Science.	Classical Language.		Gujarati.	Marathi.	Urdu.	Law, Political Economy, Revenue and Politics.	Advanced Mathematics.	
			Sanskrit.	Persian.						
Diploma Class	2	2	...	...	1	1	...	1	1	
Class II	8	8	...	...	8	...	...	3	5	
Class III	7	7	...	...	5	1	1	.....	.....	
Class IV	10	10	...	...	9	...	1	.....	.....	
Class V	7	7	...	..	7	...	...	.....	.....	
Class VI	7	...	...	...	7	...	...	.....	.....	

ANNEXURE I.

CHIEFS' COLLGES.

DIPLOMA EXAMINATION, 1910.

English Prose—Where three Empires meet.

1. Describe briefly the route taken by the author from Rawalpindi to Leh mentioning the passes which he crossed and their approximate elevation.

2. Explain, with reference to the context, the following :—

   (*a*) Seeing that no one would return to pick her up, she philosophically wiped her eyes and tripped across the place quite merrily.

   (*b*) One wag had parodied these fishermen's tales by drawing on the wall a gigantic creature which he represented himself to have caught in bed in the bungalow, accompanied by a graphic description of the spirited play it had given.

   (*c*) I thought him too suspiciously good altogether and was prepared for an exhibition of the cloven foot.

   (*d*) His happier fellow servants, who were returning to peaceful lands, bade him be of good cheer and plied him with the usual cheap philosophy.

   (*e*) This one seems well fed and he will do for our supper.

3. Write a short description of *either* the Hamis Fair, *or*, The Country of Ladak, accounting for its climate and rainfall.

4. What is meant by—

   The classical Hydaspes.
   Babu Khan got cleverly to windward of Bower's man.
   The Settlement Officer's work is no sinecure.
   The marmot pops out like a jack-in-the-box.
   We used to impress little boys as caddies.
   The Ovis poli, that Brobdingnagian among sheep.
   The undress rehearal was itself a strange performance.
   Gompa.
   Chorten.
   Gialpo.

5. Explain the allusions in the following :—

   (*a*) What Augean stables of corruption there were to clear out, what hydra-like abuses that, having apparently been destroyed, would come to a head again as soon as the officer's back was turned.

   (*b*) It was a motley and lively procession, a sort of Tibetan version of a Canterbury Pilgrimage.

   (*c*) The gift proved as fatal as the shirt of Nessus.

   (*d*) This rapid recovery, like that of Gil Blas, may have been due to the departure of his medical adviser.

   (*e*) So we came to the conclusion that we had found a very Capua in Hunza.

English Poetry—Julius Cæsar.

1. Rewrite in simple English prose the following :—

   (*a*) Is Brutus sick ? and is it physical
   To walk unbraced and suck up the humours
   Of the dank morning? What, is Brutus sick,
   And will he steal out of his wholesome bed,
   To dare the vile contagion of the night
   And tempt the rheumy and unpurged air
   To add unto his sickness ? No, my Brutus ;
   You have some sick offence within your mind,
   Which, by the right and virtue of my place,
   I ought to know of,

(*b*) Thou hast described
A hot friend cooling : ever note, Lucilius,
When love begins to sicken and decay,
It useth an enforced ceremony.
There are no tricks in plain and simple faith ;
But hollow men, like horses hot at hand,
Make galla n t show and promise of their mettle ;
But when they should endure the bloody spur,
They fall their crests, and, like deceitful jades,
Sink in the trial.

2. Explain and give the context of the following :—

(*a*) I, as Aeneas, our great ancestor,
Did from the flames of Troy upon his shoulder
The old Anchises bear, so from the waves of Tiber
Did I the tired Cæsar.

(*b*) Why, man, he doth bestride the narrow world
like a Colossus.

(*c*) There was a Brutus once that would have brook'd
The eternal devil to keep his state in Rome
As easily as a king.

(*d*) But 'tis a common proof,
That lowliness is young ambition's ladder,
Whereto the climber upward turns his face ;
But when he once attains the upmost round,
He then unto the ladder turns his back,
Looks in the clouds, scorning the base degrees
By which he did ascend.

(*e*) There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune ;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.

3. Give a short account of the speeches delivered in the Forum by Brutus and Antony, respectively, after the murder of Julius Cæsar. How did they each appeal to the multitude ?

4. Sketch the character of either Brutus or Cassius.

5. Describe the scene between Julius Cæsar and his wife Calpurnia on the Ides of March, just before making his fatal visit to the Senate-house.

Essay and General Knowledge Paper.

---

1. Write an essay on *one* only of the following subjects:—

(*a*) The celebration of some festival which you have attended.

(*b*) The pleasures of travel.

(*c*) Popularity as a test of merit.

(*d*) Charity.

2. Enumerate the various provinces of British India and give the names of their present governors. How is Ceylon ruled ?

3. Give some account of the distribution of the military forces in India, naming the head-quarters of each division. Explain how the coasts of India are defended.

4. What is meant by the following :—The Porte, Federal Government, Aeroplane, Monorail, the Celestial Empire, dry dock, Labour Member.

5. What do you know of the Panama Canal? Where is it and what is its importance. Translate into English any of the following passages:—

પાટણથી સિદ્ધપુર અને ત્યાંથી અંબા ભવાની, આબુ, મેવાડ, મારવાડ વગેરેમાં થઇને દિલ્હી શહેર આપણે જોયું; ત્યાંની શોભા, પાદશાહની રીતભાત તથા રાજ્ય નીતિ સઘળું આપણા જાણ્યામાં થોડું એક આવ્યું. હવે પાછા આપણે અણહિલપુર-પાટણના કરણ ઘેલા રાજાની ભેટ લઇએ, અને જેટલી વાર આપણે તેનાથી આઘા હતા તેટલી વારમાં શા શા બનાવો બન્યા તેનું ટુંકમાં વર્ણન કરી આગળ શું બને છે તેથી વાંચનારાઓને વાકેફ કરીએ.

રૂપસુંદરીનું હરણ થયું, કેશવ માર્યો ગયો, તેની સ્ત્રી ગુણસુંદરી તેની પાછળ સતી થઇ, તથા માધવ રાજ્યમાંથી નાશી ગયો, એ સઘળા બનાવો એકી વારે થયા તેથી શહેરના લોકોના મન ઉપર ઘણીજ અસર થઇ. જ્યાં જુઓ ત્યા એની એજ વાત હતી, અને આગળ શું નીપજશે તે વિશે લોકોમાં ભારે દહેશત પેઠેલી હતી, અને તે કંઇક ખરી પડી. ઉપલી સઘળી હકીકત બની ત્યારપછી ત્રીજે દહાડે રાત્રે શહેરમાં મોટી આગ લાગી, અને તેને જેમ જેમ છાંટતા ગયા તેમ તેમ બીજાં નવાં ઘરો સળગતાં ગયાં.

or

बॉसवेल हा स्कॉटलंडांतील एका जहागीरदाराचा मुलगा होता. त्याच्या बापाकडे सेशन जज्जाचें काम होतें. त्यानें बॉसवेल यासही कायदे शिकण्याकडेच पहिल्यापासून घातलें होतें. तरी त्याचा स्वभाव कांहींसा हूड व हौशी असल्यामुळें वरचाच अभ्यास त्यांनें सारखा चालविला नाहीं. कांहीं वेळ लष्करी खात्यांत शिरून कांहीं वर्षें फ्रान्स, इटाली, स्वित्सर्लंड, कॉर्सिका वगैरे देशांतून त्यांनें मुशाफरी केल्या. त्यास लहानपणा पासून विद्येचा भारी शौक असे. निरनिराळ्या विषयांवर पुस्तकें वाचावीं, व मोठमोठया विद्वानांचा स्नेह संपादन करावा, याचा त्यास अतिशयित नाद असे. त्या वेळच्या इंग्लंडांतल्याच काय, पण दूर दूरच्या देशांतल्या महान् महान् पंडितांचाही परिचय त्यानें जोडला होता.

त्याचा अभ्यास पुरा जाहल्या वर त्यानें बापाच्या इच्छेप्रमाणें वकिलीचा धंदा पतकरला. एडिंबरोच्या पार्लमेंटांत हा मोकदमे चालवीत असे; व त्याची त्या वेळेस ख्यातीही पुष्कळ झाली होती. पुढें बापाच्या मरणा नंतर त्याची जहागीर त्याजकडे आली. हिचा उपभोग दहा पंधरा वर्षें घेऊन शेवटचा काळ त्यानें संतति, संपत्ति व कीर्ति या ऐश्वर्यानें युक्त होत्साता घालविला.

बॉसवेलची जॉन्सन् याशीं प्रथमतः जी ओळख झाली ती सन १७६३ सालीं झाली. या वेळेस त्याचें वय सारें बावीस वर्षांचें होतें. तरी इतक्या वयांतही त्यानें इतकें ज्ञान संपादन केलें होतें, व त्यास विद्येची इतकी अभिरुचि होती कीं, जॉन्सन् हा बराच वयातीत झाला असतां व त्याचा स्वभाव तुसडा असतां, दोघांचा लवकरच अतिशय परिचय जडून पक्का स्नेह जमला.

English History.

(Only six questions to be answered.)

1. Give some account of the Roman occupation of Britain. How long did it last and what were its principal results?

2. Give a brief account of the chief events of the reign of King John.

3. Write short notes on the following:—

   The invention of printing.
   The discovery of America.
   The Restoration.
   The Industrial Revolution.

4. When and under what circumstances were Scotland and Ireland respectively united to England?

5. What was the origin of the Seven Years War? How was England involved in it; and what did she gain by it?

6. Write notes on:—The Crusades, William Shakespeare, Milton, Nelson, Lord Wellington.

7. When and in what way did Australia and South Africa become parts of the British Empire.

8. How was England affected by the Wars of the French Revolution?

9. Give a very brief account of the present system of Parliamentary Government in England.

Indian History.

(Only six questions to be answered.)

1. Give a short account of Gautama Buddha. What were the doctrines which he taught?

2. Give some account of the circumstances which led to the foundation of the Moghul Empire by Babar.

3. Say what you know of the following:—

Kalidasa, Kabir, Abul Fazl, Guru Govind Singh.

4. What do you know of the origin and early history of Calcutta, Bombay, Madras.

5. Briefly narrate the history of the Shahi Kingdoms of Bijapur and Golconda. What states subsequently took their place. Illustrate your answer by a map.

6. Give a short account of the career of Hyder Ali.

7. Give an account of the third battle of Panipat. What was the importance of this battle?

8. What do you know of the administrative reforms of Lord Cornwallis?

9. "Modern India dates from the time of Lord Dalhousie." Give some account of the reforming activity of Lord Dalhousie and show how it has affected the material progress of the country.

Geography.

1. In the accompanying map of the British Isles:—

(*a*) Mark the Cheviot Hills, the Pennine Chain, Ben Nevis, Snowdon.

(*b*) Mark the Clyde, the Shannon, and the rivers flowing into the Bristol Channel.

(*c*) Mark two coalfields in England, one in Wales and one in Scotland.

(*d*) Mark three naval stations and three towns (one in England, one in Scotland, and one in Ireland) where ship-building is carried on.

(*e*) Mark the following places and say why they are important:—Oxford, Bradford, Manchester, Canterbury Crewe, Holyhead, Edinburgh, Dundee, Londonderry, Cork.

2. Draw an outline map of India, showing the railways which connect Bombay, Calcutta, Karachi, Lahore, Delhi and Baroda, and mark the most important towns on these railways. Mark also the districts in which cotton, wheat and rice are grown;

or

Draw an outline map of Africa, marking the British Possessions.

3. Compare the Nile with the Indus both as regards their physical features and their importance to the countries through which they flow ;

or

Show how the canal now being cut through the Isthmus of Panama will affect the trade of the world. Will this canal be as useful to England as the Suez Canal ?

4. Give a short account of the physical features, climate, people, products and Government of Canada *or* New Zealand.

5. In what parts of the world are the following commodities produced in large quantities:— iron, mineral oils, rubber and gold?

6. On what does the climate of a place depend ? Illustrate your answar by reference to the place in which your college is situated.

7. Where are the following, and what do you know about them—

Barcelona, Chicago, Kiel, Yokohama, Valparaiso, Bushire, Singapore, Athens ?

Arithmetic.

1. Find the prime factors of 392 and 840 and write down the H. C. F. and L. C. M.

2. If 47 sheep cost £74-8-4 and a cow costs 5 times as much as a sheep, find the cost of 19 cows.

3. Find the value of 2·4 cwt. + 2·3 quarters + 14 lbs. + 44·8 ounces and reduce the answer to the decimal of a ton.

4. A boy can run 16 kilometres in one hour. Find (correct to one place of decimals) the number of yards he can run in one minute. One metre is equal to 39·37 inches.

5. A man buys a horse in England for £70. He brings it to India at a cost of £10 and sells it for Rs. 2,000. Find his profit per cent. Rs. 15 are equal to £1.

6. At what rate per cent will the Simple Interest on Rs. 6,486-10-8 be Rs. 324-5-4 in 4 years?

7. A man invests Rs. 14,100 in 3½ % Stock at 94. Find his annual income after deducting Income Tax at the rate of 5 pies in the rupee.

8. A swimming bath, 45 feet long, 30 feet wide, and 5 feet deep, is filled from a pipe through which 10 cubic feet of water flow in one second. How long will it take to fill the bath ?

Gujarati.

I. To what extent has the Drama " Kanta " a historical foundation ?

II. Give the meanings of the following:—

(*a*) ઉપમાન, (*b*) ઉપમેય, (*c*) મકરધ્વજ, (*d*) સહગમન, (*e*) કિન્નરકંઠ, (*f*) સ્વગત, (*g*) સતત પ્રીતિહાસ્યામૃત નહી and (*h*) કરે રિપુ પ્રાણલક્ષ્મી.

III. Explain and give the context of—

(*a*) રાઇના પાડ રાતે વહી ગયા,

(*b*) છે રોમ રોમ પ્રગટી બળદીવ્ય હેલી.

(*c*) જ્યાં પોચું લાગ્યું ત્યાં સપાટો મારેલો, ને નહિતો સામ, દામ, દંડ, ભેદ સૌએ વાપરેલાં.

(*d*) મન એજ માણસના બંધનનું અને મોક્ષનું મોટું કારણ છે.

(*e*) પણ કાંકણદોરાથી એકવૃત થયેલાં હૃદયનીગાંઠ શું વધારે સજ્જડ થવાની છે ?

(*f*) છો વૈદ્ય કે મંળ ઉપાસની છો ?

IV. Paraphrase the following stanzas—

(*a*) કુદૃષ્ટે જે ભાળે, દહન કરૂં તેનું વ્રત બળે,
દ્રઢ પ્રેમાગ્નિતે પ્રકટ થઇ પાછો નવવળે ;
કરે તે પાપીનું દહન, વળિ તેના કુલતણું ;
લઘુ વહ્નિ કેરોકણ, પણ દહેકાનનબધું.

(*b*) પાષાણના દિલ તણો નવ તોડી જાણે,
પ્રીતિ તણી કળથી યૌવન કોશ, તેને
હાથે ચડી સરસ યૌવન કોશ સાંચી,
ધિક્કારરે કૂટ ભુંડા અવળા વિરંચી ?

(*c*) બાધા અર્જુન, કર્ણ, લક્ષ્મણ, સમા, રામાહિ ઝાઝાજનો,
બાધાન્યાય સભાસુ ભૂષણ, વળી દાતા અદાતા ગણો ;
બાધા વંશ ઉજાવનાર સુતને, તોયે રહી ભુખડી,
ખેંચે હાથપસારી રોજ જનને, પામે જુવાની નહી.

V. Give the metres of the above stanzas, and parse the words તે in (*a*), ચઢી and વિરંચી in (*b*) and પામે in (*c*)

VI. Describe in short the state of Suresna on his failing to see Kanta in the forest where he had kept her, after his escape from prison at Patan.

MARATHI.

I. Explain into good Marathi.

ती न स्त्री रक्षाया त्यासि निघे आत्तमूर्ति जनकाशी ॥
परम शिव जींत नांदे म्हणुनि जिला म्हणति सुज्ञ-जन काशी ॥ १ ॥
संत म्हणति सप्त पदें सहवासें सख्य साधुशीं घडतें ॥
सन्मित्रचिन व्यसनीं अन्याखिल-मित्र संकटीं पडतें ॥ २ ॥
कुल-शील-सत्व-गुण-निधि तो पुत्र-कलत्र-मात्र-परिवार ॥
परिवार सर्व समत्या, कीं मथिला स्वांतर-स्थ अरि-वार ॥ ३ ॥

II. Name and dissolve the compounds in the following words :—

परासु, वन-सरणि, मृत्युं-जय, त्रिदिनव्रत and **शीतांक.**

III. Give the meanings of the following words :—

व्यसुता, साध्वीव्रतपरा, चक्षुस्तेजस्संपन्न, अविनाभाव, मूच्छोंत्थित, कामिनी, अनामय, आकांक्षा, सोज्ज्वल and **धमंड.**

IV. Re-write the following words combining them by Sandhi rules :—

गुरु + आज्ञा + अधिक, नाक + ऋषि, मत् + गति, त्वत् + तनया, सत् + मित्र, चतुः + शत and **खन्न + उत्तमर्ण.**

V. Parse the words underlined below, and name the Prayoga with subject, predicate &c., in the sentence underlined :—

रामा म्हणून एक मुलगा होता. तो मी येईन म्हणून म्हणाला व आपला धडा पाठ म्हणून गेला. तो मोठा सत्यवक्ता होता, म्हणून लोक त्याजवर प्रीति करीत. अशा मुलानें मजकडे रोज यावें असें मी इच्छितों.

VI. Describe "**राक्षस भुवनची लढाई**" with reference to the context.

VII. Write a short essay on "**दैव आणि उद्योग**".

Translate into Vernacular Gujarati or Marathi :—

At one time Raja Ror was ruling in Sindh. A daughter was born to him under the "Mool" constellation. The astrologer said to Raja Ror, whoever married a girl

born in such a time as this princess, would loose his throne. So the Raja sent his daughter away into the forest, where a potter, named Harmatuo found her and brought her up. She was so beautiful that the Lakha Phoolanee sent an embassy to demand her in marriage. The potter said he must ask his caste-fellows before he gave away his daughter. Lakhi threatened him with violence, and the potter, therefore, fled to Sorath, where he lived with his family in peace.

Chemistry.

1. When some metals are heated in air, they lose their metallic appearance. Suggest means of testing whether such changes are due to (*a*) the metal taking something from the air, or (*b*) the metal giving out something to the air.

2. What are the two most important laws of Chemistry ? Give an account of one of them and of experiments which have been made to prove it.

3. If you were given a colourless, transparent liquid, what experiments would you perform to find out whether it was water ?

4. How is iron obtained from its ores ? What differences are there between cast-iron and wrought-iron as regards composition and properties ?

5. Explain why a fat boy can float more easily in water than a thin one.

6. Will a room with a corrugated iron roof be cooler than one with a tiled roof *(a)* by day, (*b*) by night ? Give reasons for your answer.

7. Explain clearly what happens when a ray of light passes through a prism.

8. How would you tell whether a steel rod was a magnet or not ?

9. Mention some of the effects produced by an electric current and explain how they are made use of practically.

LAW.

I. Give definitions of—

(1) Murder, (2) grievous hurt, (3) criminal tresspass, (4) theft, (5) robbery (6) warrant case, and (7) cognizable offence.

II. State what points ought to be specified in a charge framed against an accused person by a court, and what is the object of framing a charge.

III. Describe the procedure followed in a Sessons case in a Sessons Court from the begining to the end.

IV. Give main divisions of Law in a tabular form.

V. On what principle are the laws of a country made.

VI. State the different forms of Hindu Marriage, and explain them.

VII. State who can adopt and who can be adopted according to Hindu Law.

Political Economy.

(Only three questions to be attempted.)

1. Distinguish between—

(a) Capital and money.

(b) Value and price.

2. What are the functions of money? Why have the precious metals generally been chosen for use as money ?

3. Is a country richer if the prices of all commodities rise ?

4. Point out the various obstacles to the mobility of labour in India. By what means may these be lessened?

5. What is rent? Are rents always regulated by competition in India?

6. Why is taxation necessary? What is the difference between direct and indirect taxation?

Land Revenue.

I. In British India certain classes of lands are not liable to pay Land Revenue. Enumerate them.

II. State the three principal kinds of land tenure prevailing in British India and distinguish them from one another.

III. State what you know about the Permanent settlement of Bengal.

VI. What are the requisites of a revenue settlement?

Land Surveying.

I. Define Triangulation and an off-set. Is it desirable to have offsets generally long or short and why?

II. Illustrate and describe in what way you would produce and measure a survey line obstructed by a pond.

III. Describe the Prismatic Compass.

IV. From the field-notes given, draw a plan to a scale of 2 chains to an inch and calculate the area.

	Links.	
	800	
	600	400
500	300	
100	200	
From	*A	go east.

Geometry.

1. A, B, C, D are four villages. B is 20 miles North of A and 15 miles East of C. D is 12 miles South of C. Find the distance between A and D.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, and also the angles contained by those sides equal, the triangles are congruent.

ABC is an isosceles triangle, having AB=AC. The sides AB, AC are produced to P, Q, so that BP=CQ. Join BQ, CP: prove that the angle CPB=BQC.

3. Prove that the opposite sides of a parallelogram are equal.

State the converse of this proposition and say whether it is true.

4. Prove that parallelograms on the same base and between the same parallels are equal in area.

Hence so that the area of a parallelogram is equal to the product of the base and the attitude;

or

Find by any method you please the area of a quadrilateral PQRS, if PQ=6 cms., QR=2·5 cms., RS=7·5 cms., SP=7 cms., PR=6·5 cms.

5. In any triangle, the square on the side opposite to an acute angle is equal to the sum of the squares on the sides containing that acute angle minus twice the rectangle contained by one of those sides and the projection on it of the other :

or

In a triangle ABC, AX is drawn perpendicular to BC. If AX=2·4 inches, BX=1·8 inches, CX=3·2 inches, prove that the angle BAC is a right angle.

6. In a given circle inscribe a triangle equiangular to a given triangle.

7. The opposite angles of any quadrilateral inscribed in a circle are supplementary;

or

Find a point which is equidistant from three given points. When is this impossible ?

Algebra.

1. A man buys eggs at the rate of x rupees per 100, and sells them at the rate of b annas per dozen. Find his profit on each egg.

2. If c shillings $= d$ rupees, and 1 penny = 1 anna, find the relation between c and d.

3. Find the H. C. F. and L. C. M. of—

$9x^2-25$, $27x^3-125$, $9x^2-30x+25$, $6x^2-x15$.

4. Simplify—

$$\frac{4x^2}{x^4-1} - \frac{2}{x^2+1} - \frac{1}{x-1}.$$

5. Solve the equations—

(*a*) $\frac{x}{2}+\frac{2}{x}=\frac{x}{8}+\frac{8}{x}$.

(*b*) $\left.\begin{matrix} x=5(x-y+7). \\ y=7(y-x-5). \end{matrix}\right\}$

6. A man has Rs. 10,000. He invests one part of it at $2\frac{1}{2}$ °/₀ and the other at $3\frac{1}{2}$ °/₀. If his annual income is Rs. 285, how much did he invest at $2\frac{1}{2}$ °/₀ ?

7. One side of a rectangle is 7 inches longer than the other, and the area is 198 square inches. Find the length of the sides.

ANNEXURE J.

Results of the Annual Examination, April 1910.

DIPLOMA CLASS.

No.	Subjects.	English.	History and Geography.	Compulsory Mathematics.	Vernacular.	Science or Classical Language.	Law, Political Economy Revenue, Survey or Advanced Mathematics.	Total.	
	Full Marks.	225	150	50	50	75	100	650	
1	K. S. Fattehsinhrao	150	96	43	36	45	66	436	
2	„ „ Narsinhdevji	94	59	48	35	32	62	330	

Prize Winners:—K. S. Fattehsinhrao of Akalkot ... Gondal Prize, Idar Prize, Diamond Jubilee Prize, Macnaghten Gold Medal, Fergusson Gold Medal, Wood Challenge Cup.

„ „ Narsinhdevji of Dharampur ... Extra Class Prize, Mr. R. D. Patel's Prize, Drawing Prize.

CLASS II.

No.	Subjects.	English.	History and Geography.	Mathematics.	Science or Classical Language.	Vernacular.	Law & Political Economy or Advanced Mathematics.	Drawing.	Total.
	Full Marks	250	150	100	100	200	100	100	1,000
1	K. S. Pushpsinhji	172	85	56	63	126	69	85	656
2	„ „ Gagubha	115	70	63	53	132	47	81	561
3	„ „ Pravinsinhji	114	46	13	33	109	7	81	403
4	„ „ Pratapsinhji	77	49	10	36	79	28	87	366
5	„ „ Ramwala	84	absent.	43	absent.	102	absent.	58	262
6	„ „ Dajiraj	81	Do.	33	Do.	19	58	absent.	191
7	„ „ Savaisinhji	63	Do.	52	Do.	15	60	Do.	190
8	„ „ Jo awarsinhji				Absent.				

Prize Winners:—K. S. Pushpsinhji of Sanjeli ... Diamond Jubilee Prize.

„ „ Pratapsinhji of Lathi ... Macnaghten Music Prize.

„ „ Savaisinhji of Jamnagar ... The Mrs. Mayne Swimming Cup. Fitz Gerald Race Cup. Officers' Challenge Cup. Gordon Medal, Ranjitsinhji Atheltic Challenge Cup.

CLASS III.

No.	Subjects.	English.	History and Geography.	Mathematics.	Science or Classical Language.	Vernacular.	Drawing.	Total.
	Full Marks	250	200	150	100	250	50	1,000
1	K. S. Natwarsinhji	149	120	138	79	192	40	718
2	„ „ Digvijaysinhji (Limbdi) ...	166	119	135	75	147	24	666
3	„ „ Abdul Rehman	152	128	101	59	177	43	660
4	„ „ Amrawala (Bagasra) ...	144	110	128	69	157	44	652
5	„ „ Ramrao	147	110	87	49	169	23	585
6	„ „ Jamiatkhan	122	77	101	36	146	24	506
7	„ „ Punjawala	100	52	55	21	116	26	370

Prize Winners :—K. S. Natwarsinhji of Bansda ... Diamond Jubilee Prize.
„ „ Abdul Rehman of Savanur ... Extra Class Prize.
„ „ Punjawala of Navania ... Dajiraj Amrawala Good Cunduct Medal.
„ „ Jamiatkhan of Balasinor ... Mayne Tent—pegging Challenge Cup.

CLASS IV.

No.	Subjects.	English.	History and Geography.	Mathematics.	Science or Classical Language.	Vernacular.	Drawing.	Total.
	Full Marks	250	150	150	100	250	100	1,000
1	K. S. Abdulkhalik	194	115	141	91	178	90	809
2	„ „ Amrawala (Luni) ...	158	94	80	80	124	90	626
3	„ „ Karansinhji	115	75	85	81	138	90	584
4	„ „ Prabhatsinhji	126	68	97	82	130	73	576
5	„ „ Harichandrasinhji ...	165	81	60	78	121	55	560
6	„ „ Ramsinhji	116	70	97	69	126	81	559
7	„ „ Ganpatsinhji	126	81	77	70	108	76	538
8	„ „ Dansinhji...	73	62	94	39	109	70	447
9	„ „ Bhupatsinhji	160	91	13	56	74	49	443
10	„ „ Digvijaysinhji (Jamnagar)			Absent.				

Prize Winners :—K. S. Abdulkhalik of Mangrol ... Diamond Jubilee Prize, Junior Parade Cup.
„ „ Amrawala of Luni ... ... Extra Class Prize.
„ „ Karansinhji of Sayla ... Map-drawing Prize.

CLASS V.

No.	Subjects.	English.	History and Geography.	Arithmetic.	Science.	Vernacular.	Drawing.	Total.	
	Full Marks	250	150	200	50	250	100	1,000	
1	K. S. Ranjitsinhji	201	110	164	39	176	83	773	
2	„ „ Bhawanisinhji	165	107	97	33	184	68	654	
3	„ „ Rukhadwala	184	85	124	32	162	56	643	
4	„ „ Ajitsinhji...	164	105	119	32	143	76	639	
5	„ „ Jivansinhji	146	73	92	26	113	63	513	
6	„ „ Shivsinhji...	125	60	78	22	98	64	447	
7	„ „ Raisinhji			Absent.					

Prize Winners :—K. S. Ranjitsinhji of Jambughoda... Diamond Jubilee Prize.

CLASS VI.

No.	Subjects.	English.	History and Geography.	Arithmetic.	Vernacular.	Drawing.	Total.	
	Full Marks	200	150	200	200	100	850	
1	K. S. Desawala	153	120	126	137	85	621	
2	„ „ Fattehsinh (L)	167	127	138	127	53	612	
3	„ „ Ebhalwala	129	115	135	119	71	569	
4	„ „ Pratapsinh (Limbdi) ...	152	71	97	146	83	549	
5	„ „ Muluwala	95	80	100	114	72	461	
6	„ „ Harsurwala	58	40	40	77	34	249	
		85	75	50	170		480	
7	„ „ Gigawala	49	30	15	65	3	162	
		85	75	50	170		480	

Prize Winners :—K. S. Fattehsinhji of Limbdi ... Diamond Jubilee Prize.

„ „ Desawala of Mendarda ... Extra Class Prize.

ANNEXURE K.

RAJKUMAR COLLEGE, RAJKOT.

Curriculum for 1910-11.

Class.	Compulsory subjects.				Optional subjects.	
	English.	History and Geography.	Mathematics.	Vernacular.	Science or Classical Language (one to be taken.)	Law, Political Economy, Land Revenue and Survey or Advanced Mathematics and Survey.
Diploma Class...	Text Books:— Prose—Antony Hope's "Prisoner of Zenda" Poetry—Merchant of Venice. Extra English—Bernier's Travels (Constable). Reading from News Papers and Magazines. Composition including grammar, Essay and Letter writing. Translation and Retranslation Conversation. Reading (from Texts) Recitation.	History. English:— Ransome's History of England. Indian:— Smith's History of India. Geography:— General Geography of the World. Maps to be drawn:— India and the British Colonies.	Arithmetic. Lock and Lewis:— Course covered by Pendelbury and Tait's Arithmetic Chs. 1 to 31 (omitting 21 and 31) and square root, ch. 40 (in part).	Gujarati:— Narayan Hemchandra's Ashrumati Natak. Grammer:— General, Composition and Petition Reading.	Science:— Physics—Balfour Stewart's Primer. Chemistry:— Roscoe's Primer. (Also practical knowledge of all the instruments and processes prescribed).	(*a*) 1 Law— Whitworth's Law Lectures, Notes on Jurisprudence. Lectures on Hindu and Mahomedan Law. (2) Political Economy:- Walker's First Lessons. (3) Lectures on Land Revenue System. (*b*) Advanced Mathematics— 1 Geometry: Godfray and Siddons Book I-III. 2 Algebra—Baker and Bourne chs: 1-28 and 29. 3 Surveying:—Theoretical and Practical.

Class.	Compulsary Subjects.					Optional Subjects.	
	English.	History and Geography.	Mathematics.	Vernacular.	Drawing.	Science or Classical Language.	Administration or Advanced Mathematics.
Class II ...	Text Books:— Prose—Modern Times. Poetry—Sohrab and Rustom. Extra English—Daughter Lands of Britain. Composition and Grammer. Translation and Retranslation. Reading, Recitation and Conversation.	History:— (*a*) English—The Empire History and Oman's. (*b*) Indian—Smith's History of India. Geography:— Geography of the World. Maps to be drawn:—India and the British Colonies.	Arithmetic—Lock and Lewis Arithmetic. Geometry.— Godfrey Siddon's Geometry Book I.	Gujarati— Prose—Ranchhodbhai's Lalita Dukh-Darshak Natak. Poetry–Sudama Charitra by Premanand. Grammer—General.	Free hand, Model and Colour Drawing.	Science:— Chemistry Roscoe's Primer. Physics—Balfour Stewart's Primer.	(*a*) Law—Whitworth's Law Lectures. 2 Political Economy Wood's Primer. (*b*) Advanced Mathematics. 1 Geometry Godfrey and Sidden's. 2 Algebra—Hall and Knight.
Class III ...	Text Book:— Prose—Daughter Lands of Britain. Prose—Ayton's Lays. Extra English—Men of Renown. Composition and Grammer. Translation and Retranslation. Reading, Recitation and Conversation.	History:— English—The Empire History and Oman's. Indian–Marsden's History of India. Geography:— General Geography of Asia, Europe and America.	Arithmetic Lock and Lewis. Algebra–Baker and Bourne. Geometry–Godfrey and Siddons.	Gujarati.— Prose Rasmala Part I and II. Poetry—Kavya Manjri.	Drawing:— Free hand, Model and Colour drawing.	Science:— Chemistry—Roscoe's Primer.	
Class IV ...	Text Book:— Prose—Nelson's Indian Reader No. 3. Composition—Fables Anecdotes and stories. Pathmala—Wells Part I. Copywriting.	History:— Indian—Marsden's. Geogrphy:— Ghose Short Geography of the World. Map to be drawn:— The Continents.	Arithmetic. Lock and Lewis.	Gujarati:— Prose–Vanraj Chavdo. Poetry—Dalpat Kavya. Grammer—General.	Drawing:— Free hand, and Colour drawing.	Science:— Simple experiments in Chemistry and Physics.	

Class.	Compulsary Subjects.					Optional Subjects.	
	English.	History and Geography.	Mathematics.	Vernacular.	Drawing.	Science or Classical Language.	Administration or Advanced Mathematics
Class V ..	Nelsons Reader No 2. Pathmala Part I, Well's. Composition, Translation and Retranslation. Recitation and Conversation. Copy writing.	History:— Mehta's Gujarati History of India. Geography:— Bhugol Part II. Map to be drawn—India.	Arithmetic— Lock and Lawis.	Gujarati:— Gujarati Readers Nos. IV, V and VI. Grammer Balvyakaran.	Drawing:— Free hand and Colouring.	Science:— Object Reader No. II.	
Class VI ...	Nelson's Reader No. 1. Orient Primer, Infant Reader. Wallace First Steps in English. Translation and Retranslation. Copy writing.	History:— Mahipatram's History of Gujarat. Geography:— Bhugol Part I. Map to be drawn—Bombay Presidency.	Arithmetic— Lalshankar's Ank Ganit.	Gujarati:— Gujarati Readers Nos. I, III. Poetry from Do. Copy writing.	Drawing:— Free hand.		

ANNEXURE L.

General Time Table of Out Door Exercises—1909-10. Winter Term.

Days.	Morning.		Evening.		Masters in charge.
	Seniors.	Juniors.	Seniors.	Juniors.	
Monday ...	Riding School		1st 2nd 3rd Squads Cricket. Tennis Tournament	4th 5th 6th Squads Sports Practice.	Mr. Turner, Daffedar ... ... Morning. Mr. Turner, Shivshanker, Hiralal ... Evening.
Tuesday ...	Foot drill		1-2-3rd Squads Snports Practice or Tennis Tennis Tournament	4th 5th 6th Squads Cricket.	Mr. Kazi... ... ... Morning. Mr. Kavi & Shivshanker ... ... Evening.
Wednesday...	Tent pegging		Sports Practice		Mr. Turner and Daffedar ... ... Morning. Wing Masters ... ... Evening
Thursday ...	Cross country Riding		1-2-3rd Squads Cricket Tennis Tournament	4th Squad Tennis or Sports Practice. 5-6th Squads Do.	Mr. Turner, Daffedar .. .. Morning. Mr. Turner, Vevai, H. L. Kazi and Shivshanker. Evening
Friday ...	Foot drill		1-2-3rd Squads Sports Practice or Tennis,	4-5-6 Squads Cricket.	Mr. B. H. Kazi... ... ... Morning. Mr. Vevai, Kavi and Shivshanker ... Evening.
Saturday ...	Formation		Sports Practice		Mr. Turner and Daffedar ... ... Morning. Wing Masters ... ... Evening.
Sunday ...	Cross country Riding		Tennis or Sports Practice.	Racquets, Tennis Tournament.	Daffedar ... ... Morning. Wing Masters ... ... Evening.

ANNEXURE M.

YOUR EXCELLENCY, MR. HILL, YOUR HIGHNESSES, CHIEFS, LADIES AND GENTLEMEN :—

Before proceeding to the main subject of my remarks this afternoon, the progress of this College during the year 1908-09, let me first, on behalf of all present extend a most cordial and respectful welcome to Your Excellency on this your first visit to the Rajkumar College. We have been favoured in the past nearly 40 years by the presence of several Governors of Bombay at our annual Prize-Giving : in fact, I think, I am correct in saying that, since Sir Vesey FitzGerald declared this College open on December 16th, 1870, every succeeding Governor of Bombay has presided at these functions at sometime during his tenure of office, while two of your Excellency's predecessors, Lord Harris and Lord Sandhurst, honoured us more than once. So I may say that we have been singularly favoured in the past. To-day we are adding Your Excellency's name to the number of our distinguished Presidents, and in doing so we feel grateful that in the midst of your many obligations you should have found the time to come here, and proud that our Prizes should be presented by one, whose sympathetic interest in all departments of education is so well known and so highly valued. We take Your Excellency's presence here today to be a proof of your sympathy with this College, with its aims and objects ; and we shall one and all, from the heads down to the most junior of the kumars, derive no small encouragement from the fact that Your Excellency has been among us and seen what we are trying to do. Nor, in welcoming Your Excellency, must I forget to extend a similar greeting to the large assemblage of Kathiawar Chiefs, who by their presence to-day testify that their kindly feelings towards the College, the Alma Mater of so many of them, are undiminished. It would be invidious to mention any of them by name, although I may perhaps be allowed an exception in the case of His Highness the Mahrajah of Bhavnagar, whose state has been our greatest benefactor, and to whom we owe this beautiful Hall ; to many others individually we owe a great deal, while their collective support is our most valuable asset. Indeed without it the College could not have reached its 40th Birthday as it will do at the end of this year. On these Prize-giving occasions, Mr. Macnaghten, whom all the elders of my audience will remember as the beloved first Principal of the College, used occasionally to give a short review of the past history of the place. I am not going to attempt a review of 40 years to-day, but your Excellency will, perhaps, not think it out of place, if I try to show in a few words in what respects we have tried to advance during the last, say, 20 years. No school can stand still for long without dying of inanition ; it must either advance or go back, and Old Boys will, I feel sure, not bear me a grudge, if I content that on the whole we have gone forward in the period named. Let me begin with irrefutable fact ; our number last term was 47, the highest on record ; previous to this, 44 had been reached twice. This I take to be a distinct sign of progress. Again, our curriculum has been considerably extended, in consequence of which it has been necessary to employ more highly qualified masters ; the general level of teaching has very much improved and, *pari passu*, the general level of attainment among the Kumars. This is the case with all the Chiefs' Colleges, as those who care to read the combined Annual Reports can see for themselves. All these are marks of progress. I will not contend that all the Kumars who leave us are paragons of virtue and knowledge, but every year it seems that the feeling of *esprit de crops* is growing and with it, among our elder Kumars at all events, an increased sense of responsibility. I could give you some striking examples of this. A College is largely what the senior boys like to make it, and we in this College owe a great deal to our Head Boys of the last few years. There are degrees of excellence but I should like particularly to mention the Thakor Saheb of Rajkot, the Chief of Jath and the minor Nawab of Savanur in this connection. But "*vixere fortes ante Agamemnona*," and I would not have our Old Boys think I am under estimating the Head Boys of their days, many of whom I know were fully alive to their responsibilities. Nor would I have my hearers think that in its present state ours is the best education for a future Chief that can be given. I am confindent that twenty years hence the level of character and attainment will be higher than it is now, which is after all, as it should be. All I wish to imply is that there are signs of steady progress, for which we, who are closely connected with this place, can not be too grateful. And this in spite of many difficulties, for it does not always follow that the highest born boys have correspondingly high abilities and application. As my hearers must know, the oldest Chiefs' College, our own, is less than half a century old, and

previous to its foundation there was not that liking for education among the Chiefs that exists now. Again, many of our Kumars join us at an age when many boys in Europe are more than half way up their school, though I am glad to say that our average joining age is far lower than it used to be. I hope that in judging our results our friends will take the above factors into consideration, and not expect too much from an Institution, that is still but an infant in tradition compared with our English Public Schools, its prototypes.

If you wish to see what the College has done, look around you—There are many Chiefs present to-day who will trace some of their success as Administrators to their College training, and among the younger generation I could mention a goodly number who have entered upon the great work of their lives with a foundation of knowledge, common sense, manliness and character, acquired here, which augurs well for their future career. It is good sometimes to look back, even though the retrospection bring back to view (side by side with the successes) many failures and short comings, for success is often grounded upon its opposite.

With Your Excellency's permission I will now pass on to a short review of the chief events of the year 1908-09. Owing to a sad occurrence here last Rains, the Prize-Giving, which had been fixed for the end of June, had to be deferred, so that Your Excellency is being asked to present the prizes for work done nearly a year ago. Owing to my absence on furlough Mr. Turner was in charge of the College, assisted by Mr. Williams, whose sad death we had to deplore in June last. I should like to take this opportunity of congratulating Mr. Turner on the efficient manner in which he steered the ship of the College during the year. From the report it appears that it was on the whole an uneventful year, but happy is the country that has no history, and, as Mr. Macnaghten used often to say, very often these uneventful periods are more full of quiet, steady progress than more stirring times. The work of the Diploma Class was crowned by our three candidates, Chintamanrao of Sangli, Jalaludinkhan of Radhanpur and Dipsinhji of Dhrol, all gaining Diplomas. The first named did particularly well, being first among all the candidates from the four Colleges in four out of six subjects. Had he gained another 10 marks in History and Geography, he would have obtained an Honour's Diploma. Among the lower classes Fattehsingrao of Akalkot, a very promising boy, Pravinsinhji of Bansda, Natwarsinhji of Bansda, Pratapsinhji of Jamnagar and Rukhad Wala of Navania, all did very well and are to receive prizes to-day. In all 40 Kumars were examined in April last, out of whom 32 passed in all subjects, a percentage which speaks well for the steady class work of the year. Whether the standard of attainment reached by the Diploma Candidates in Political Economy and Land Revenue justifies the continuance of these subjects in the Diploma Curriculum is a moot point, consideration of which on this occasion is hardly applicable. Before leaving the subject of work I should like to impress upon parents and guardians the great desirability of having their Kumars thoroughly grounded in Vernacular and Arithmetic before they entrust them to our care ; most valuable time would be saved in many cases, and the best possible foundation for other study laid. Fortunately we have a large majority of young Kumars with us at present, who are most of them keen on getting on, a fact which augurs well for our educational standard in the future.

The out-door life of the Kumars during the year calls for no particular mention. Kamaludinkhan of Manavadar and Jalaludinkhan of Radhanpur made good Cricket and Football Captains respectively. Swiming was as popular as ever and there was a revival of Racquets. Chintamanrao of Sangli made a capital Squadron Commander.

A few general matters call for particular mention before I close my remarks. The year in question was marked by three Council Meetings, at which very important resolutions were passed on the subject of Fees, the Post Diploma Course and other matters of College interest. These are dealt with fully in the printed Report. With regard to one of them, the Fee question, I will only say here that the increased Fee Receipts makes our position as a self-supporting Institution more secure than ever, and that I am very hopeful that, as long as we are able to pay our way without help from the States, they in their turn, will look favourably on such proposals, involving increased expenditure, as have to be made from time to time for the sake of the improvement of their College.

The usual "Old Boys' Gathering" was held and the large number of past Kumars

who attended it, testifies to the popularity of these Annual Meetings. Let me assure our Old Boys that the life of the College is very much fostered by their visits, that its traditions are maintained and that we are justified in regarding the success of these re-unions as a most marked indication of the vitality of the place.

We had a most successful visit from the Daly College Kumars in March and an interesting series of games was played, in which our Kumars, considering the smallness of our number, acquitted themselves creditably.

We had to mourn the loss of 4 past Kumars during the year, His Highness the Rana Saheb of Porbandar, Sahebzada Sher Zuma Khanji of Junagadh, Azam Najawala of Bilkha and Kumar Shri Jethiji of Virpur.

I can not close my remarks without cordially acknowledging the very great assistance that the Agent to the Governor rendered to the authorities throughout the year. We feel that in Mr. Hill we have an Agent, who has our interest very near his heart, and derive great encouragement from his ever ready support. The work of the staff throughout the year was very efficient and from a long acquaintance with them individually I dare say that, as a Chiefs' College Staff, they have no superior in India. It is a pleasure to work with men who have always cheerfully rendered their best services.

Let me repeat in conclusion that we consider ourselves very fortunate in having Your Excellency as our President to-day. The importance of the work that the College is trying to do cannot be over estimated, while our difficulties, though less than they were 20 years ago, are not entirely removed. Your Excellency has put new heart into us all and to-day will ever be remembered in the annals of the Rajkumar College.

A short programme of Recitation will now follow and I will then ask your Excellency to present the Prizes to the successful Kumars.

C. MAYNE,
Principal, Rajkumar College.

HIS EXCELLENCY THE GOVERNOR'S SPEECH.

YOUR HIGHNESSES, CHIEFS, and GENTLEMEN,—

I am very glad to come among you to-day on this very interesting occasion. The Rajkumar College was started with the object of giving to the sons of the Chiefs of the Presidency the advantages which have been reaped by the Public School of England. It is an attempt to adapt some of the ideas of the West to the needs of East. In England long experience has proved the value of the public school which has laid the foundations of many of the most brilliant careers of which our history can boast and has played its part–and a very great part-in building up our Empire. The good public school has developed manliness, self-reliance, a high sense of honour and of brotherhood, qualities which are essential to the making of great nations. All this the Chiefs have wisely realised and the College with its fine buildings worthy of its aims, represents the munificence of the Chiefs and the earnest desire that their sons and relatives should be brought up amidst influences calculated to fit them to take their rightful place as leaders of men, as capable administrators loyal to the throne of His Majesty the King Emperor and as active workers for the advancement of India. The latest addition to this notable institution is the sanitarium named after Mr. Hide, late Vice-Principal, and owing its existence to the Thakor Saheb of Rajkot, and five other Chiefs of the Presidency who will, I am certain, feel lasting satisfaction in the knowledge that they have supplied a need which must have often arisen in the past. It is a matter for satisfaction that the number of Kumars availing themselves of the advantages here provided is equal to the highest on record, and I hope that the number will increase now that the control of the College has been fully vested in the Chiefs themselves, who will be able to guide its destinies and to introduce such improvements as their experience may indicate. In Rajputana, the parents of the Kumars expressed the desire for the establishment of a Post-Diploma Course with a standard equivalent to the B. A. Degree of the University, and such a course has accordingly been adopted. Here also more than one Chief has in recent years expressed a

similar wish and a Post-Diploma Course has been instituted to meet the needs of those Chiefs who desire higher education. Now, I may say frankly that I have not formed a favourable opinion of the University B. A. degree which can be and is obtained by students deficient in what I regard as education and quite unfitted to play a useful part in the life of their generation. I am very anxious, therefore, to see radical changes made in a curriculum which is hopelessly out of date and quite unsuited to the requirements of India. I am very glad, therefore, to hear that the Post-Diploma Course at this College contemplates useful instruction of a practical kind and not the imperfect assimilation of book knowledge. It will, I understand, embrace instructions in administrative, revenue, and judicial work, and I am sure that the Judicial Assistant and other Officers of the Political Department will gladly afford all facilities to enable the Kumars to obtain real insight into these important parts of the machinery of the Government in India.

An interesting question arises as to the future development of the Chiefs ' Colleges. I have read a pamphlet sent me by Her Highness the Begum of Bhopal, one of the most earnest and thoughtful of Rulers, in which the establishment of a University is suggested. It seems to me that this suggestion is at present premature. The number of Kumars who desire to take a degree is likely, for some time at least, to be small, and the expenses of such an establishment would necessarily be high. An academic career would not be suitable for all boys and the Imperial Cadet Corps, which, I am glad to know, that many kumars from this College have joined, provides congenial training as a supplement to that of the Colleges. On the whole, therefore, I believe that the Colleges must be continued in their present form, striving always to keep pace with the times until such a wide spread demand for higher education presents itself as to justify the creation of a chiefs' University. I understand that this is the view of the Chiefs of Kathiawar. It is encouraging to find that the examination results of this College are uniformly satisfactory, and that healthy sports, a most necessary part of all sound education, are not sacrificed to academical studies. Examinations are necessary in some form, but they cannot by themselves enable us to judge the work of such a College as this. Moral training is of the first importance, and this depends upon the personal influence exerted by the College Staff and by the Older Kumars, which alone is capable of importing and maintaining the tone of thought and of manners that are vital to the real success of an educational establishment. This, I am sure, is realised by those who have the responsibility and the privilege of directing the work of this College. They are well aware that by winning the confidence and affection of the boys by associating freely with them, individually as well as collectively, and by becoming their trusted friends and advisers they can hope to mould the character in such a way as to lay the foundations of honourable and useful lives. For this reason I regard the posts of Principal and Vice-Principal of such a College as this in a special light. The work they can accomplish is of more importance than that of most Political Officers though they may not see its full results. It is theirs to sow seeds which may produce wide-spreading trees in the future. And now I wish to say a few words to the Kumars, I was much struck by the soldierly bearing of the detachment which escorted me from the Station on my arrival, and I am glad to know that most of you have a natural fondness for horsemanship, and I hope also for horsemastership. While you are here I beg you to give yourselves up with earnestness alike to your studies and sports. Seek to attain excellence in something and to bring credit upon your College. I hope that cricket will continue to make way in Kathiawar, which in H. H. the Jam Saheb has produced one of the very finest cricketers of the age, while the Thakor Saheb of Rajkot is following worthily in his footsteps. It will be a pleasure to me to receive a team at Poona in September, if a match could be arranged. The manly sports in which you engage here will not interfere with your studies. You can succeed in both if you follow the excellent precept of putting your hearts into everything you undertake.

When your College days are ended, I most strongly advise you to keep up your sports, which will keep you in health and strength all the better able to discharge any duties that may fall upon you. In India one too frequently sees the effects of an early relapse into sedentary habits, which inevitably tends towards premature old age. The hard work which so many English men are able to perform in India is due largely to the national habit of keeping up sports and exercises as long as possible. I beg you also not to forget the College, in which you will have spent some pleasant years, and to continue to take an active interest in its welfare. I hope the suggestion to form an "Old Boys Club" will bear fruit. There are just two words which, as your friend speaking to you with a wide

and varied experience of life, I ask you to remember now and in years to come. I fear we have not an exact English equivalent and I don't know whether one is to be found in Gujarati. The words "Noblesse oblige" express exactly what should be a guide, a restraint and an inspiration to you all throughout your lives. They mean that for those who have special privileges of births, position, or education there are special responsibilities and obligations. They mean that by reason of these privileges anything mean or dishonourable in thought or in action should be impossible. They mean the rightful use of the true pride which scorns to commit wrong or injustice. They mean a stern sense of duty, private and public. They mean kindly consideration for all in lower stations in life. If you will remember this motto and act upon it you will grow up worthy of the best traditions of your forefathers and you will be an honour to your families, to your country and to the great Empire to which you belong. I congratulate the prize-winners and I hope that other and greater prizes lie before them in life. I wish you all true happiness and to the Rajkumar College, in which I take a deep interest, continued and enhanced success in maintaining a high standard not only in academic matters but in promoting those great moral qualities which more than anything else redound to the honour and enhance the prestige of such an institution as this.

ANNEXURE N.

His Excellency Sir George Clarke's speech at the College Council Meeting of January 18th 1910.

I am very glad to have this opportunity of presiding at a Meeting of the Council of this very important College. I have looked through the Proceedings of recent Council Meetings and I am glad to note the great interest taken by the Chiefs in the administration of their own College. I am convinced that the change in the constitution of this Council, by which complete control is vested in the Chiefs, will lead to real and permanent advantages. I do not believe in divided responsibilities and it is to the Chiefs that I look to guide the destinies of the College which they have founded, and to ensure that the educational requirements of their sons and relatives are met now and in the future.

I gather from the Proceedings to which I have referred that the Council has shown wise caution in regard to some social reforms which it has recently discussed. In such matters, it is generally undesirable to proceed far in advance of public opinion: but that opinion may probably be influenced by the enquiry and the deliberations which have taken place.

There is another question on which I wish to say a few words. I understand that the control of the College budget is not in the hands of this Council, but is settled by the States' Karbharis at their annual meeting. In the early days of the College, it was natural that financial control should be vested in the States as a body and not in a Council which was then non-representative. The existence of the College was due to the far-seeing generosity of the States, which constructed the buildings and provided a fixed endowment fund. Formerly the interest on this fund, and the fees charged, did not suffice to cover the annual expenditure and there was a deficit to be made good from the States General Fund which is, of course, administered by the States representatives.

The condition have now entirely changed. Government have undertaken to make a fixed contribution calculated to cover the whole cost of the European Staff, and the College has become self-supporting. The alteration in the constitution of the Council recently sanctioned by Government, to which I have referred, has further modified the original situation. The representatives of the Chiefs have been increased so as to give them an absolute majority on the Council, with consequent full control over the Government of the College. Moreover as the Chiefs on the Council are elected by the Chiefs of the States which contribute to the endowment fund, the latter are directly represented *Tempora mutantur, et nos mutamur in illis.* It therefore seems to me that the time has arrived when a readjustment of financial control is logically required. I do not know what your views are on this question; but I think you will perhaps agree with me that the powers and the dignity of this Council should not be impaired by a separate system of financial administration. Mr. Hill informs me that the Karbharis have been most reasonable in sanctioning necessary expenditure; but the point is whether their possible veto on the proposals of the representative Chiefs on this Council, who must have full knowledge of the College affairs and have its best interests at heart, is any longer desirable.

There is only one other matter to which I welcome this opportunity of drawing your attention, and that is the important question of moral training. In all educational establishments throughout India, but especially in a Chiefs' College, there is an urgent need for such training and opinion in India shows a growing unanimity on the point. It is plainly insufficient and it may be dangerous to impart knowledge without reference to the moral sanctions by which the lives of men ought to be governed. Knowledge alone does not provide an adequate guide of life, and fails to form character and to provide inspiring motives of thought and of action in relation to the affairs of men. I am well aware of the difficulties which surround this great question; but in a College like thls there are some considerable advantages which are not available in other institutions. Here at least, it does not seem impracticable to give moral training which, while avoiding all sectarian differences, would keep alive the best religious instincts of India, and would influence for good the after lives of the Kumars. I venture to suggest that the Council might well give this question their earnest consideration and that it may be possible for them to set an example to the rest of India—an example greatly needed at the present time when the results of the neglect of the religion or of its perversions to evil ends are becoming painfully apparent.

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